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PRESIDENT'S VIEWPOINT

Time To Reconnect

This past July, in my address to the more than 9,000 delegates at our annual NEA Representative Assembly, I shared with delegates an African proverb that has always resonated forcefully with me.

"It takes an entire village," goes this age-old proverb, "to educate a single child."

We here in the United States, of course, don't live in villages anymore. We live—far too often—in impersonal, fast-moving, highly mobile, stressed-out communities where children sometimes have a hard time getting the attention of a single adult, let alone an entire neighborhood.

Do these new realities make this old African proverb irrelevant? Hardly. In fact, at a time when social and economic forces are splintering society as never before, we need, more than ever before, to take this African proverb truly to heart.

We need, I believe, to start doing as much as we can to reconnect America. We need to reconnect our nation's young people to schools, schools to communities, and, yes, even parents to

their children.

I'm convinced that no one is better situated to make these reconnections than the members of our Association.

Our work, after all, is bridge-building. In schoolyards and classrooms all across America, we find ways every day to connect with students who are lonely, students who are angry, students who are ready to give up on themselves.

Bridge-building is our specialty. But our bridges need to be broader. We need to build bridges that span the gap between our schools and the parents of our students. We need to build bridges that help our schools become real centers for their communities.

To the parents of our stu-



NEA President
Keith Geiger

dents, we need to say: You have our respect and our understanding. But we also need to say clearly to parents that their responsibility does not end when their children walk through that schoolhouse door.

Nor does our responsibility, as educators, end with form letters sent to students' homes. Actively encouraging and helping parents become part of their children's education must be one of our fundamental responsibilities.

Today, in Oakland, Trenton, and a host of other communities,

NEA members are pioneering imaginative new programs that actively involve parents in their children's education.

NEA members in these communities are helping parents appreciate their role as their children's first teachers—and, equally important, giving parents the

skills they need to help their children succeed in school.

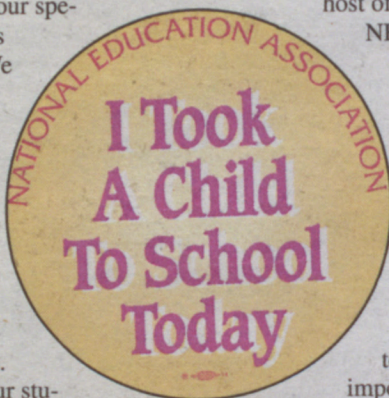
At the Representative Assembly in New Orleans this summer, I asked the delegates you elected to take a simple step to move the bridge-building process along on a broader national scale.

Specifically, I urged delegates to invite parents who can to accompany their children to school this fall when classes start.

In New Orleans, we even distributed to delegates colorful stickers they could use to help get this parental involvement initiative going. The idea: distribute these stickers to parents who bring their children into school. The message on the stickers: "I took a child to school today."

Distributing stickers to parents who take their children into school is one clear and simple way to send a message that we want parents to feel welcome and wanted in our schools.

Naturally, we don't need a sticker to send that message. We just need to care. And if we do care, we can prove to all of America what we have known for many generations: that the difference between a good school and a great school is today—and has always been—parental involvement.



7 Meet Ken Burns...

...and let him take you out to the ballgame. Burns—known for his public television series on the Civil War that drew 40 million viewers—talks about his upcoming 18-hour, nine-part series about baseball, or, as he would say, about America.



8 From the Grassroots

Virginia Beach teachers Lisa Guthrie (left) and Vickie Hendley proudly display newspaper headlines about the Association's victory over anti-public education candidates. Plus, lots more news from local and state Associations all over the country.



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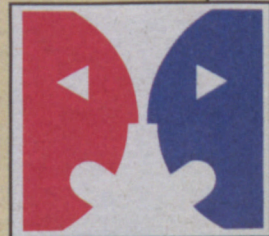
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If you answer yes, you've got company. There are lessons to be learned from educators in Westerly, Rhode Island, who have successfully moved special education students into regular classes.



47 Should Schools Censor Message T-Shirts?

Yes, says a Massachusetts teacher: Kids "need to learn the limits of 'free' speech." Use the words on shirts as an opportunity to teach, counters a California teacher, who says, "Dictating is no substitute for educating."



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NATIONAL NEWS

Standing Up for Public Education

Public schools are better than they've ever been. But they can be—and need to be—even better. That's the message one of America's top researchers is urging NEA members to take to the public.

Are America's public schools failing?

Many Americans believe they are, and that shouldn't surprise anyone. For the past dozen years, after all, articles and commentaries about failing public schools have dominated newspaper headlines and talk show airwaves.

No American has studied these critiques of public education more closely than Dr. David Berliner of Arizona

State University, a past president of the American Educational Research Association. And no American is probably more angered by them, as both a concerned citizen and a scholar.

The reason? The charges that America's schools have failed, says Berliner, are just not true.

"Contrary to the views expressed on radio talk shows and in the press," Berliner told the more than 9,000 delegates in July at NEA's annual Representative Assembly, "the crisis in education created by pointing to the poor academic performance of our nation's youth has no factual basis."

"Make no mistake about it," he added. "This crisis has been manufactured."

Berliner believes that it's time to get



Carolyn Salisbury

Charges that public schools are failing, says David Berliner, are "orchestrated by people with an agenda that includes the destruction of public education."

tough — because the attacks on public schools have been orchestrated "by people with an agenda that includes the destruction of public education as we know it."

Berliner's forthcoming book, *The Manufactured Crisis*, will document, in exhaustive detail, the absence of evidence to back up the charges of school failure.

Research by Berliner and other scholars shows that:

► The widely publicized "great drop" in SAT scores is instead a "trivial loss, unrelated either to teaching or the curriculum of schools."

► "Today's students are performing dramatically better than did their parents" on exams such as the Iowa Test of Basic Skills.

► International comparisons, once analyzed carefully, place "many of our states and many of our schools among the highest achieving in the world."

Berliner's book, due out later this fall, ought to spark an intense media self-examination about how American education has been covered over recent years. But "the truth will be heard if, and only if, you force the newspapers and the talk shows to tell it," Berliner told Representa-

tative Assembly delegates in New Orleans as he accepted NEA's Friend of Education Award for 1994.

Standing up for the truth actually can make a difference, insists Berliner, who points to one school district where teachers worked very hard to improve instruction for a population of poor and highly mobile kids.

Yet, after several years of work, school-wide state achievement test scores "looked terrible," a fact prominently noted by local newspapers.

But local educators didn't stand around demoralized.

"They disaggregated the test data, and just as they suspected, the average score for the poor kids they had actually taught for two years or more was above the state average," notes Berliner. "They had hard evidence of their success."

The newspapers at first refused to run stories about this new evidence. But local teachers worked with their local Association, school board, and mayor to keep the pressure on. "Eventually," Berliner says, "the newspapers published the truth."

The "truth" about American education in general, Berliner emphasizes, isn't simple. Schools are not failing, but neither are all schools succeeding.

"Even though, in the aggregate, we have a successful system of public education," notes Berliner, "we have many, too many, schools and districts that really are failing."

Failing schools won't succeed, argues Berliner, until America addresses the social problems that deny students a better future.

"Communities where there are no jobs give us children that have no hope," says Berliner.

Schools, meanwhile, also have to change, "because there are now exciting new ideas about teaching and learning." But Berliner urges educators to work for change "out of pride, not out of embarrassment."

"It's clear from the evidence," Berliner emphasizes, "that, despite having to teach more children with problems, the record of the American public schools is remarkably good."

HEROES & ZEROES



A standing ovation to singer-songwriter Jackson Browne for inspiring kids to write creatively. Last spring, Browne joined Elektra Entertainment and Scholastic Inc. to sponsor the Write Lyrics contest. From thousands of entries, Browne selected the winner—Clarissa Markiewicz from the City Honors High School in Buffalo, New York—then performed at her school. Writing is power, Browne tells kids. "It puts you in control, gives you the edge."



The Cheap Lawyer's Tricks Trophy goes to David Kallman for exploiting Michigan's new charter school law. Kallman, a lawyer specializing in home school cases, wanted public funds to run the Noah Webster Academy, a computer network "school" for 700 students—mostly religious home schoolers. In a tactic worthy of his trade, Kallman baited a tiny school district into sponsoring his 99-year charter. In return, he promised \$40,000 in kickbacks. A booby prize to Michigan legislators who made it all possible—and fair warning to others crafting charter laws to encourage "innovation."



A Horse-and-Carriage Award to the Colorado Education Association and TeleCommunications, Inc. for making teachers and technology a natural team. The two paired up recently to establish a facility in Englewood, Colorado that will train educators to use all the new bells and whistles—aka "emerging communications technologies"—to improve teaching and learning. All training will be free to educators.



A thousand cavities to Coca-Cola Company lobbyists for their shameless efforts in vying for the kiddie market. Arguing that soft drinks "can be part of a balanced diet," Coke is fighting federal legislation that would encourage schools to restrict or ban the sale of soft drinks and other minimally nutritious foods on campus.



Battling the corporate giant is our hero, Senator Patrick Leahy from Vermont, who proposed the legislation. "Kids have no money, no political clout, no political action committees," Leahy told the *New York Times*. "Coke has all those things, but I don't intend to let them win. If Coke wins, children lose." Now that's refreshing.



The Message from Rep Assembly Delegates: No More Free Rides for School-Bashers

In his address to the 1994 Representative Assembly, researcher David Berliner urged delegates not to sit silently by when they see—or hear—school-bashing disinformation about America's public schools.

That disinformation flows perhaps most freely on talk radio, where the reigning king is the controversial Rush Limbaugh, whose radio and TV shows air 17 hours a week. Limbaugh's huge following of fervent admirers can't seem to get enough of his attacks on advocates for women's rights, the environment, and public education.

One example: "Do you think the situ-

ation in the schools would turn around if we threw more money at them?" Limbaugh has asked. "We're spending enough money per classroom today to provide chauffeured limousines to the teachers and kids."

In New Orleans this July, delegates to the NEA Representative Assembly made it clear that they've had quite enough of Rush. After a lively debate, delegates voted to initiate a boycott of Florida orange juice if the Florida Department of Citrus, a public agency supported by tax dollars, renewed its contract to sponsor Limbaugh's show.

Less than three weeks later, the

Florida Department of Citrus announced it would not renew Limbaugh's six-month, \$1 million contract, but maintained that the growing controversy around Limbaugh had nothing to do with the decision.

Besides NEA, the NAACP and the National Organization for Women had also blasted what's been called Limbaugh's "reign of error."

In July, a national media monitoring group, Fairness & Accuracy in Reporting (FAIR), released a major study of what it sees as a chronic Limbaugh penchant for distortion. For information about the study, call 212/633-6700.

COVER STORY

Ten million children have no health insurance. Millions more don't get the care they need because of pre-existing conditions and the high cost of preventive care, vaccines, and prescriptions. Policy makers and politicians try to "see" these millions of children. But you see one child at a time...in your classroom, on the playground or the bus, in the nurse's office. You see what's happening to children. You know why health care reform can't wait.

"I teach a wide range of children in my classroom—from the very affluent to the homeless. Very often, when children aren't feeling well, their parents send them to school anyway. The children come in. They're droopy. They're sad. They're sick.

They visit the health nurse, who calls the parents. The parents are upset because they have nowhere to take the children. They say, 'I have no health insurance. There's nothing I can do.' They just keep the children at home until they get better on their own and send them back to school.

It's very hard on families when you don't have health care. The children are always worried. They tell me, 'I can't get sick. Mommy can't get sick. Daddy can't get sick. Because we don't know what we're going to do.'"

Fanny Avery

Third grade teacher

Howard County, Maryland

"A 15-year-old came to my office complaining of headaches and stomach aches. She was very thin, her periods had stopped, and she was engaging in

bulimic behaviors.

When I called her parents to talk to them about my concerns, she was 104 pounds and missing a lot of school. They were very concerned.

Three months went by. The student was down to 90 pounds. She had gone from an honor roll student to getting Cs and Ds. But she hadn't gotten any medical care.

I found out her father had lost his job and his benefits. He and his wife had to set priorities: money was going for food and housing. They couldn't afford to take their daughter to the doctor. They didn't realize it was a life or death situation.

Ultimately, the student attempted suicide and was hospitalized. Because of the hospitalization, she got help and her family got financial assistance. By May, she was back in school. I heard she aced all of her exams and is doing well.

It's not that her parents didn't care. It's that they're very proud people. They didn't want to let people know that they might need something."

Linda Salmonsens

School nurse

Holden, Massachusetts

For Kids' Sake

What the Health Care Debate Is Really All About.

What the Health Care Debate Is Not All About

The media blitz against health care reform has been the most lavish effort in lobbying history. Despite the nearly \$50 million worth of TV and print ads, the health care reform debate is NOT about:

► **Ending choice.** Some say health care reform means you won't be able to choose your own doctors anymore. Actually, it's not reform that threatens choice, it's the status quo. In the name of cost control, more and more employers only provide policies that require employees to pick from a pre-selected panel of doctors—employees have no choice.

Without true cost controls, Americans can and will lose the right to choose their own doctors. NEA backs only bills that control costs and guarantee choice of health plan and physician.

► **Taxing benefits.** Not every health care bill before Congress is a worthwhile reform. Some bills pending would actually impose a tax on the health benefits employees receive. None of the bills that reflect NEA's basic principles for health care reform would tax the benefits you now receive. In fact, NEA will firmly oppose any effort to tax benefits.

► **Bankrupting business.** Some lobbying groups claim that mandating businesses to pay a share of their employees' health insurance—a key provision of the several proposed plans—would bankrupt companies by the bushel.

Opponents of Social Security made the same bankruptcy argument nearly 60 years ago. Employers have been paying Social Security taxes for decades, and dire consequences have never come to pass.

Today, most businesses already pay a share of employee health insurance premiums. A mandate would prevent other businesses from free-loading.

For the smallest businesses, NEA supports subsidies that would help employers provide adequate health coverage for their workers.

"Our PTA council has a partnership with local community health centers to help parents without insurance. One mother contacted me because her son had ringworm in the scalp, where it can cause a terrible infection.

The child looked like he'd been hit in the head with a baseball bat—the swelling was so large.

The mother was able to take her son to see a doctor, but the medication he needed cost \$60, and she didn't have the money. Our PTA council was able to help her out. She called me back crying, she was so grateful."

Terri Robertson

Elementary school office manager
Las Vegas, Nevada

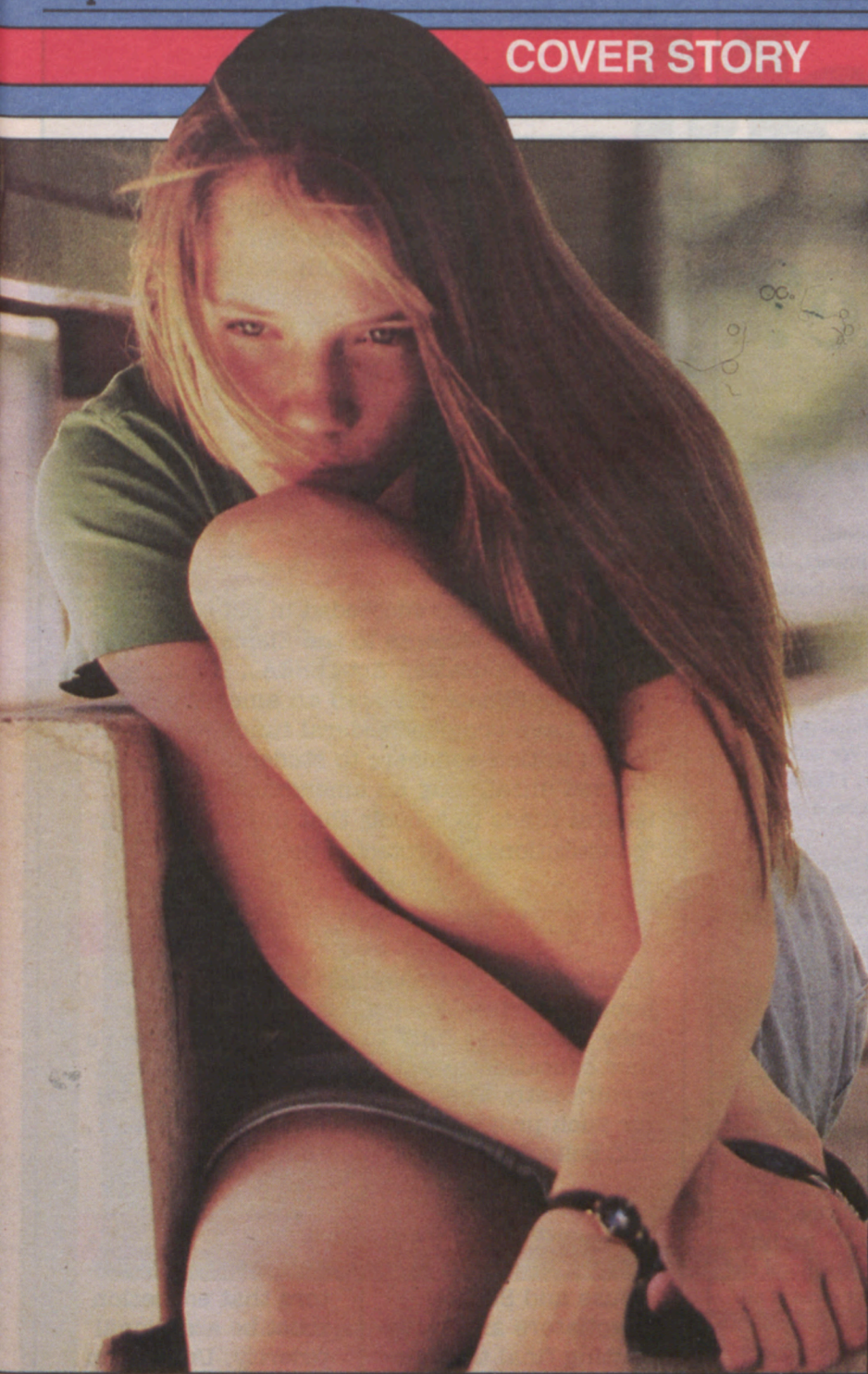
"I remember one little boy in my class who said he had a headache. I took him to the office and called his mother to get her permission to give the child some aspirin or to get her to pick him up.



"I'm responsible for 1,500 students. It's too easy to deal with just what comes through the door. But sometimes kids fall through the cracks."

—Linda Salmonsens

COVER STORY



She said, 'I know he's having trouble with his teeth, but I just haven't saved up enough to get him to the dentist.'

Sure, catastrophic needs are important. But if we don't find a way to take care of these day-to-day needs, we're going to end up with kids in sixth grade who are getting their permanent teeth pulled out."

Lily Eskelson
President

Utah Education Association

"I had a student who was frostbitten. School staff wanted to take him to the hospital, but they found they were hopscotching from hospital to hospital. You see, his mother was on Medicaid.

Finally, it took a friend to call her personal physician who had a contact with a hospital, and they finally accepted this kid. This kid could have died or, at the least, lost one of his toes."

Reuben Green, Jr.
Counselor
Springfield, Massachusetts

"We see children who walk around in pain, children with gynecological disorders, infections, pregnancies. They'll

delay getting medical care because they don't have insurance.

If they have a sore foot, they'll use their brother's crutches. If they have an allergy, they won't get a diagnosis; they'll take over-the-counter medications. They don't get X-rays when they need them. If they can't see or hear, they get used to it. Little kids don't know what's normal. They don't know everyone else can see the blackboard.

We're also seeing kids who share medications. Their families can't send them all to the doctor, so they send one and have everyone share the pills. It's dangerous, and it doesn't cure the

"I don't want to hear any more stories about children dying, being turned away, being given less care than I would expect for my own daughter, because their parents don't have health insurance."

—First Lady Hillary Clinton

problems. I've known kids who've taken out their own sutures rather than go back for a follow-up appointment.

If children know there's a financial problem at home, they won't seek help."

Jeanne Kiefner
School nurse
Cherry Hill, New Jersey

"I ve seen more than I want to see of kids I worry about. Like Joe, a very sweet, cute little blond kid who was so thin. He came across very nervous and frightened all the time.

His babysitter brought him to school and came to open house. The first time I met his dad was when he came drunk to pick Joe up.

Joe struggled all year. When I called his dad on the phone, he told me what a tough time Joe's had. He told me Joe's mom left him for days at a time, then beat him. 'Finally I beat her up and kicked her out of here,' he said.

The next year, I asked Joe's first grade teacher how he was doing. She shook her head. 'He's just lost,' she told me. 'He's a very well-intentioned kid, never one to balk or refuse, never a behavior problem...just lost.'

In May, he hadn't met one first grade objective, but his father refused to consider holding him back.

I worry like heck about his self-esteem. What about second grade? What good is two years of failure? One year is bad enough. And I worry about his health and his safety.

I think if they had a family doctor, it would have made a difference. A doctor would be able to question some things, to speak to the dad about things I wouldn't dare mention. A doctor could find out whether Joe got proper care and enough to eat.

Maybe with universal care, his parents could get treatment, too."

Sally Balm
Kindergarten teacher
Selah, Washington



What You Can Do

Don't settle for anything less than meaningful health care reform legislation from your members of Congress.

Write or call today to tell them that NEA supports a national, single-payer health care plan, and that any health care reform bill must provide for:

- Affordable universal coverage and employer-paid insurance.
- Quality care and consumer choice.
- Comprehensive tax-free benefits.
- Real cost controls.
- A single-payer option for states.

You might also stress that 39 million Americans, including more than 10 million children, lack health insurance—and that rising health costs threaten both education funding and your current benefits.

Address your postcard or letter to "The Honorable....," and mail it to the U.S. Senate, Washington, DC 20510, or the U.S. House of Representatives, Washington, DC 20515 or call 202/224-3121.



HUMAN RIGHTS

What Difference Can a Day Make?



Michigan teacher Cleorah Scruggs holds up Bunny, her "doll of many faces and many races."

In the diverse and often divisive United States, we can spend a lifetime learning about our similarities and differences. A Michigan teacher wants to speed that process by asking all teachers to focus on diversity on the third Monday in October—that's October 17 this year.

Diversity Tips

Michigan teacher Cleorah Scruggs is currently organizing citywide Diversity Day activities in Flint. Last year, she directed observances in schools and churches citywide. Based on her experience, Scruggs offers these suggestions for expanding the lessons of Diversity Day.

- Host workshops for education employees on multicultural society and the cultures that comprise it. Workshops can include contributions by different groups, identification of important social issues, and decision-making and problem-solving skills.

- Invite experts to tell students about diversity and American cultures. Schedule time for students to share information and artifacts from their own cultures.

- Introduce a Diversity Day motion at your state Association's Representative Assembly. (The one introduced by Scruggs directs the Michigan Education Association to place Diversity Day on its calendar and promote diversity in all its locals.)

Many of the observances marked by American schools focus on the heritage of ethnic groups, such as American Indians/Alaska Natives, Asians and Pacific Islanders, Blacks, and Hispanics.

Other special days celebrate brotherhood, friendship, human relations, peace, race unity, and world community. Americans also observe a host of other historic, national, and religious days.

Activist Cleorah Scruggs is one of many who think these observances are necessary—but not enough.

Scruggs is the Flint, Michigan fourth grade teacher who asked 9,000-plus delegates at NEA's 1993 Representative Assembly to establish Diversity Day, which they did.

"If all teachers in all schools teach about diversity on the same day," she reasons, "we will deliver a strong message to the nation." The message Scruggs wants to send: "America's education employees appreciate our beautiful multicultural heritage. This day will serve as a kick-off for other ongoing celebrations."

But can a one-day observance increase understanding of each other's similarities and differences and smooth the rough edges of relationships?

Among those who say it's a good start are school psychologist Billie Slaughter and education professor Harold Chu.

"That one day will work like a camera—exposing people to multicultural education for the first time," says Slaughter, who works in the Millville (New

Jersey) public schools.

To make a real impact, she adds, the observance should occur at least one day a month—and at most every day—to make each employee and student concentrate on "our desperate need to understand people we see every day. We and our students really don't know a cultural iota about each other," she says.

Chu agrees and takes Slaughter's suggestion one step further. Director of the Center for Bilingual, Multicultural, ESL Teacher Preparation at Virginia's George Mason University, he says teachers can use Diversity Day to set a stage.

"They should simply tell students about our multicultural, multilingual society, explain its significance, and urge them to appreciate it."

But, to get beneath the "surface culture," he adds, teachers should include multicultural elements in all subject areas at all grade levels.

That, of course, is Scruggs's ultimate goal, too. "We need curriculum to counter—and eventually eliminate—stereotypical attitudes and to build student self-esteem." As educators develop and implement that curriculum, she adds, "we must immerse ourselves in public multicultural events."

Events like Diversity Day, of course.

—Mary Faber

NEA Human and Civil Rights

Calendar

In addition to Diversity Day, the following months have been designated for increasing cultural awareness.

September 15 - October 15
National Hispanic Heritage Month

November
National American Indian/
Alaska Native Heritage Month

February
Black History Month

March
National Women's History Month

May
Asian and Pacific Islander Heritage Month

WASHINGTON WATCH

Person to Watch



U.S. Senator Carol Moseley-Braun

(D-Illinois) is leading the fight for federal help to districts with beaten-up and broken-down school facilities. In addition, the Senator recently called for the first federal study in 30 years on the

state of school buildings—and the cost of repairing them.

Best Win For Education Employees

NEA and its allies succeeded in defeating two negative amendments to the Elementary and Secondary Education Act (ESEA). By close votes, the Senate defeated an amendment that would have provided federal funds for private school tuition vouchers to students in schools deemed unsafe and an amendment to cut off federal funds to schools that interfered with "constitutionally protected prayer."

Most Serious Setback

Members of Congress dealt a severe blow to hopes for education reform recently when they refused to fully fund President Clinton's new education initiatives. Congress provided significantly less than Clinton had requested for such programs as Goals 2000, Chapter 1, and School-to-Work transition.

And What You Can Do

House and Senate negotiators are putting final touches on the federal education budget for the fiscal year that begins October 1. In this election year, remind your legisla-

tors that education must be a national priority. Urge them to protect education from funding cuts and to provide new resources to help achieve excellence in every classroom.

Political Cartoon of the Month



Congressional

Quote of the

Month

"The 'go slow idea' on health care reform is the equivalent of putting a 10 m.p.h. speed limit on ambulances—it's costly and it's dangerous."

—Senator Patty Murray (D-WA)

Meet:



Joe Di Dio

Ken Burns

Forty million Americans watched the PBS series *Civil War* just a few years ago. Now its producer, Ken Burns, is back with *Baseball*, an 18-hour series that will air over nine nights, beginning September 18.

Why 18 hours—and millions of dollars courtesy of General Motors—on a series about bats and balls? As Burns told NEA Today editor Bill Fischer

this past summer, *Baseball* is a history lesson, a morality play, a reflection of America—warts and all.

Why baseball after the Civil War?

Baseball is the story of America. It's the story of race relations, of the tensions between labor and management, immigration and assimilation. It's about the growth and decay of our major cities, the exclusion of women, about heroes and villains. By studying baseball, we study ourselves.

The Civil War defined us; it had to be fought to create the modern country. Baseball represents a constant over the last 150 years, a mirror to see where we've been.

Baseball critics say the game's too slow. You don't agree, obviously. No. People who are bored by baseball

What was your approach to the baseball project?

I've described myself as an emotional archaeologist. I'm looking through the evidence of the past, not merely for dry dates and facts and events, but for the glue, the emotional glue that makes those facts worth remembering.

How long did the project take?

About four and a half years. We sometimes thought we'd never finish it. We shot nearly 400 hours of film, probably half again as much sound, did more than 85 interviews, recorded 65 first-person voices, put in some 10 or 15,000 sound effects—things like crowds booing and cheering, different sounds of bat meeting ball, peanut vendors, and scorecard hawkers.

How do you see educators using the series in their classrooms?

We've edited the film into 15-minute segments so a teacher can isolate a particular section.

Say you're teaching a civil rights unit. You could look at that part of the series about Jackie Robinson, the first Black pro baseball player in the major leagues. When Robinson began play-

lunch counter, not in the city bus in Montgomery, Alabama or a school in Topeka, Kansas—but on the diamonds of our national pastime.

If you're a history teacher and want to use biography to help students get to know people, go to the section on Rube Foster, who started the Negro league. Or Rube Waddell, one of the craziest and strangest men ever to throw a baseball. Get to know Ty Cobb, a virulent racist, who many believe was the greatest player.

What would you change about what kids are taught today?

Everything in our modern society focuses on the present moment. It's all-consuming, and, therefore, very forgettable. If we don't teach our children how to look at all that's gone before, then we've failed to teach them how to be excited about their own possibilities.

If you really look at history, it's so exciting. It teaches you to write, to speak, to think. But we've massacred history. Kids are learning more about brands of blue jeans than presidents.

I assume you have a preference for public television versus the commercial networks.

I'm a producer in public television because there are no commercials. In commercial television, we interrupt even the most compelling shows about every six to eight minutes. This trains our citizenry to have the worst kind of attention span.

Also, public television gives me carte blanche. Nobody tells me to make it sexy or to make it more violent, to change this or change that.

Your favorite baseball team?

I'm a long-suffering Boston Red Sox fan.

Sox fan.

TV's Mr. Baseball

probably don't know what they're looking at. Baseball does make you do some work. I've made *Baseball* for people who aren't necessarily fans.

ing pro ball, Martin Luther King, Jr. was in college.

The first progress in civil rights after the Civil War occurred not at the

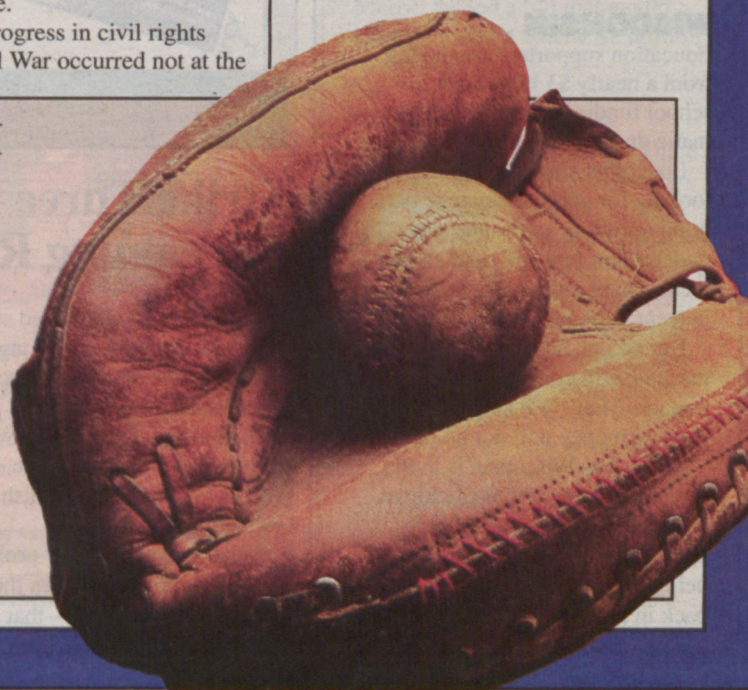
Classroom materials to accompany *Baseball*—including a teacher's guide, student activity sheets, and family viewing guides—were mailed late last month to 30,000 schools. You can also get materials from your local PBS station, or, if you're an NEA Online subscriber, by accessing PBS on America Online.

Some stations will have a supply of the 16-page *Baseball Family Viewing Guide* which includes a message from Ken Burns, photos, summaries of each show, and other learning activities.

In addition, PBS VIDEO is offering a separate package that includes 60 lesson plans correlated to the new national history standards, plus indexed videocassettes of the series. For more information, call 800/344-3337.

PBS is granting off-air taping rights for one year.

Baseball is a GM Mark of Excellence Presentation.



Grassroots

State

PUERTO RICO

NEA's Asociacion de Maestros de Puerto Rico bid a fond farewell to a voucher plan that included providing funds for religious private schools.

The plan, which took effect a year ago, provided up to \$1,500 to students from low-income families for use at any school—public or private. AMPR and others challenged the plan, and in April a Superior Court judge ruled it unconstitutional.

The judge based his ruling on a provision in Puerto Rico's constitution, not on the federal Constitution's call for a separation of church and state.

ARIZONA

Thousands of members of the Arizona Education Association and their allies descended on the state capital earlier this year to say no to vouchers.

Governor Fife Symington—whom AEA President Kay Lybeck calls “an honest-to-goodness living, breathing threat to public education while he is in office”—was trying to link vouchers to school reform.

The anti-voucher alliance made its mark. Voucher legislation was narrowly defeated in the regular legislative session. In June, Symington—needing evidence of “education reform” for his reelection campaign this fall—presented an education package—he dared not include vouchers this time—to a special legislative session. AEA hopes to make Symington a one-term governor.

WISCONSIN

Education supporters are reeling from a nearly \$1 billion cut in school funding caused by a dramatic drop in local property taxes.

Like other states, Wisconsin is looking for ways to equalize per-pupil spending across the state. So under a new law, the state's share of local school costs will rise from 48 percent to 66 percent by 1997.

But no one has yet decided how the state will come up with the difference. Many WEAC members fear the money will not be restored.

Some fear Wisconsin is in the same boat as neighbor Michigan, where last spring voters finally approved a state sales tax hike to help compensate for a drastic roll-back in property tax revenues.

IN NEW JERSEY

35,000 Rally To Protest Governor's Budget

More than 20,000 members of the New Jersey Education Association gathered in June to protest Governor Christine Todd Whitman's proposed cuts in education funding and public employee benefits.

Some 15,000 other public employees joined NJEA members to express outrage over the governor's attempt to strip the public employees' pension fund of \$1.3 billion. Whitman says she would use the money to fill a budget gap.

The protest helped reduce more massive cuts in public employee benefits, but workers will lose pre-funding of post-retirement health benefits and a 2 percent subsidy on Social Security contributions. The legislature froze education spending.

Says NJEA President Dennis Testa: “The state budget is being balanced on the backs of public employees. A total of \$1.3 billion is being diverted from our pension fund to allow our governor to give tax breaks to the rich.”

NJEA plans to amass a war chest of \$10 million for a public relations campaign highlighting the effectiveness of public schools.



The place: Trenton, New Jersey. The event: a rally of 35,000 public employees led by NJEA members. The reason: drastic budget cuts.

IN MICHIGAN

Strike Three for Bargaining Rights

In this heavily unionized state, public school employees no longer have the right to strike and are subject to tight restrictions on their right to protest.

A new law, signed by Governor John Engler in May, bans public employee strikes and mandates punishing fines for walkouts.

What's more, the law prohibits school employee protests—even those against unfair labor practices—that affect “full, faithful, and proper performance” of

employment duties.

“I'm now a second-class citizen,” Betty Springer, president of the Lansing Schools Education Association, told the *Lansing State Journal*. “I'm going to have fewer rights than any other employee in the state of Michigan.”

Engler, running for re-election this November, tried to have protesters sporting “Engler Hates Me” T-shirts removed from one restaurant stop on his campaign trail. When told the school employees had a right to be there, the governor's campaign manager responded, “School employees don't have any rights.”

“This bill is about gutting collective

bargaining for public school employees as a first step,” says Michigan Education Association President Julius Maddox. “Then they'll move beyond that to all public employees and to the private sector.”

MEA has vowed to fight for repeal of the statute and will push to elect a pro-education governor and state legislature this November.



MEA's Julius Maddox

IN ALASKA

Go with the Float

Kathy Shirley is one teacher who follows the logging industry closely.

She's taught at the Labouchere Bay School in the Tuxecan Logging Camp on Prince of Wales Island, one of a unique group of Alaska public schools operated in remote logging camps or fishing communities that pick up and move locations as the industry dictates.

Now, after nine years of operation, the Lab Bay School—including Shirley and her class of nine students, grades 7-12—is closing because the logging camp is moving on to another location.

But the challenges of being president of the Teacher Educator Association, South East (TEASE), remain the same. Shirley has to use a marine radio to contact some of the other 34 TEASE mem-



bers or resort to the mail (delivery time: two to three weeks). Attending a meeting at one of the 17 sites in her local usually involves hopping on a float plane.

"It's a unique experience," says Shirley, who has taught in California and Oregon as well. "We're totally dependent on float planes for everything—mail,

groceries. If a student has a medical emergency, a helicopter is the most reliable mode of transportation."



Normand Dupree

ESP SECURITY GAINS

Lobbying for Rights

Support personnel scored major job security victories in Florida, Kentucky, and New Mexico in the past few months, while Indiana bus drivers faced down a law that gave subcontractors an upper hand.

In Florida, intensive lobbying efforts on the part of the Orange County ESP

Association (OESPA) led the way to a state law that provides school support employees with due process rights on the job. Employees can now be terminated only for just cause, must receive notice, and have the right to appeal.

Kentucky and New Mexico followed suit with similar bills, and in all three states there's now the expectation of continuing employment from year to year.

"I've had my last letter from the district saying, 'You have been reappointed for one year, but you have no expectation of employment beyond that,'" says OESPA President Ruby Strickland.

In the midwest, Indiana State Teachers Association members flooded legislators with 90,000 postcards, convincing them to repeal a law that favored school bus contractors.

JUVENILE CRIME

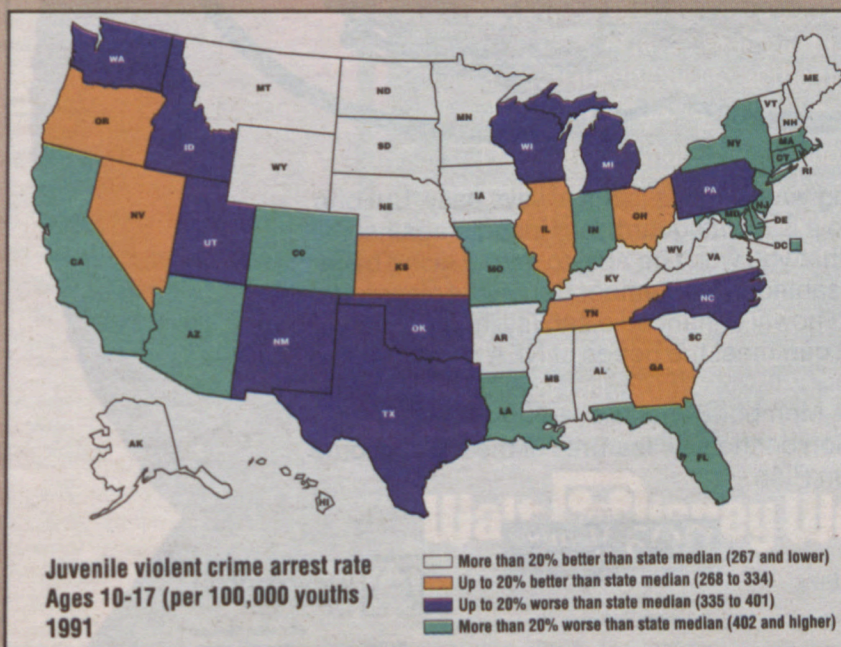
More than Meets the Eye

Five out of every 1,000 children aged 10-17 are arrested for violent crime each year. But that's not the whole story.

According to *Kids Count*, an annual report on the well-being of American children, the statistics also indicate a greater number of arrests. But that may reflect changes in police activity or public policy, the report notes, not necessarily an increase in crime.

Arrests for other types of juvenile crimes actually decreased between 1981 and 1991.

For copies of the report, call the Annie E. Casey Foundation at 203/661-5127.



Local

VIRGINIA

Pat Robertson's attempt to dominate the first-ever school board election in his home base of Virginia Beach was smashed by the Virginia Beach Education Association and the Virginia Education Association in May.

VBEA members interviewed or received questionnaires from all the candidates. Robertson's five Christian Coalition candidates routinely attacked public school teachers as campaign fodder, and school vouchers loomed as a possibility if they won. VBEA endorsed six who fit their vision of promoting school safety, jobs, and full program funding. All six went on to victory.

VBEA and VEA left no stone unturned in the highly publicized race, including a specially prepared campaign video sent to each NEA member in Virginia Beach.

Robertson's coalition "underestimated the Association in this election, but it won't the next time," warns outgoing VBEA President Lisa Guthrie.

NEW HAMPSHIRE

More than 200 pink slips and some 60 layoffs. That's the payoff for Derry school employees who have "been doing more and more with less and less for the community's children," says Derry Education Association President Doug Millett.

A switch in the property tax formula eliminated a third of Derry's tax base and caused the layoffs, which affect 25 percent of DEA's members. A last ditch attempt to help failed when Governor Steve Merrill vetoed a bill that would have provided a crucial \$2 million to the town.

NORTH DAKOTA

After a 15-year-old girl was killed in an alcohol-related accident last year, members of the Mayville State University Student Education Association developed a program to provide high school students with "a constructive alternative to alcohol," says student member Jessica Braaten, an NDEA board member.

For teens in this town of 2,000, Saturday nights now bring dances, movies, open gym night, or Rock 'n' Bowl. NEA's student members are using an \$800 NEA Community Learning through America's Schools (CLASS) grant to fund their activities.

RESOURCES

TV Tips

Aladdin—CBS, Saturday afternoons beginning September 5, check local listings for time. Capturing the wonder and adventure of Disney's hit movie, this series will take young viewers on a weekly carpet ride with Aladdin, Princess Jasmine, the mischievous monkey-sidekick Abu, parrot Iago, and a host of new characters.



Brooklyn Bridge—Bravo, Monday-Friday, 10-11 p.m. ET. This critically acclaimed series looks at life in the '50s

through the eyes of a 14-year-old boy living in a small Brooklyn apartment building with his younger brother, parents, and grandparents.

Feed Your Mind—TBS, Saturdays, 7:05 a.m. ET. This series, aimed at children ages 6-12, uses real-life situations and subjects to teach kids math, science, languages, and the arts.

In Search of Dr. Seuss—TNT, check

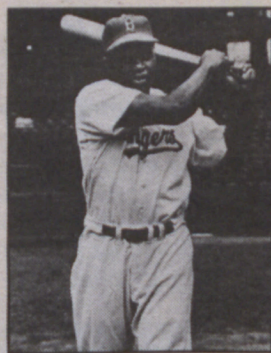
local listings for dates, times. An all-star cast joins host Kathy Najimy on a journey through the life and work of the late Theodor "Ted" Giesel, better known as Dr. Seuss.

My So-Called Life—ABC, Thursdays, 8-9 p.m. ET. This new series charts the experiences of 15-year-old Angela Chase, a teenager who struggles to find her own values in the 1990s.

Reboot—ABC, Saturdays, 10-10:30 p.m. ET. Featuring state-of-the-art computer animation, this adventure series sports an imaginative high-tech metropolis named Mainframe, a hero named Bob, and a villain named Megabyte.

Afterschool Special: Boys Will Be Boys—ABC, Thursday, September 15, 4-5 p.m. ET. Ali Cooper, a sophomore in high school, is sexually harassed by boys in her school. When school officials refuse to help, she sues the school.

Baseball—PBS, Sunday, September 18—Thursday, September 22; then Sunday, September 25—Wednesday, September 28,



all beginning at 8 p.m. ET, lengths vary. Ken Burns provide this historical look at America through the lens of our national pastime.

The Cronkite Report: Education—The Discovery Channel, September 20, 10-11 p.m. ET. Walter Cronkite profiles the work of innovative educators and the lack of effort to attract and reward them. He examines the illiteracy rate, educational equity issues, and the emphasis placed on education in our society.

These listings are provided by KIDSNET, a computerized clearinghouse in Washington, DC.

New Time for Teacher TV

Start your school year right! Take a look at education's hottest topics and most innovative classrooms. Tune in to Teacher TV, the weekly magazine-style program coproduced by NEA and The Learning Channel.

Teacher TV now airs on Sundays at a new time, 12:30 to 1 p.m. ET. Here's a list of upcoming episodes:

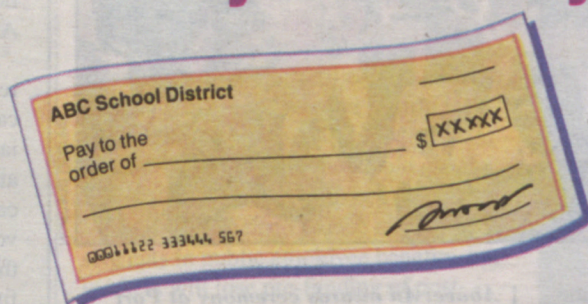
September 4: A Back-to-School Special, 12-6:30 p.m., featuring several popular episodes.

September 11: Student Self-Esteem
September 18: Parental Involvement

September 25: Teaching the Academically Diverse Classroom

October 2: Teaching to the Brain
October 9: Learning from the City

Protect your salary



Protect your dreams



Protecting your dreams is not always easy. But one way to do it is to safeguard your income against the chance that you won't be able to earn a living because you're disabled. NEA Member Benefits is pleased to announce a newly enhanced disability income protection plan that can meet the needs of NEA members.

Call NEA Member Benefits at 1-800-637-4636 for information on the new features of the NEA Income Protection Plan.

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Trust
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Meeting Specialty Insurance Needs
of the Education Community

TIP094

IDEA EXCHANGE

Bubbles with a Message



At the beginning of the school year, I take a picture of each of my students. Then, at our school's annual Back-to-School Night, I display the photos on a large bulletin board with a sign welcoming the parents.

Before arranging the photos on the bulletin board, I give students "caption bubbles" and ask them to write a short message to their parents.

Parents enjoy not only seeing photos of their children and their classmates, but also reading the messages. It helps get the school year off to a happy start.

Carol Rebain
Ramsey High School
Ramsey, New Jersey

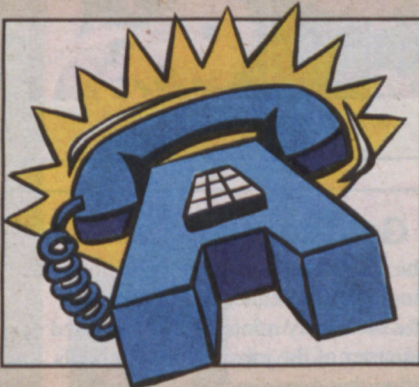
Teacher: Phone Homes

When it comes to parent communication, my best ally is the telephone. I use it on Sunday evenings to call parents of students who earned As on the previous Friday's quiz.

Many of the parents are dumbfounded the first time I call. They're surprised to be contacted about *good* news. During the conversations, I hear about things going on in the home that help me to be a better teacher. And often I hear good things about myself that keep me going.

It's an hour's worth of calls—but it's the best way I know to increase student motivation, self-esteem, and parent communication.

Ann Berlureau
Mountain View Intermediate School
Beaverton, Oregon



Luck of the Draw

To motivate my students to do their best, I run a class lottery. After assigning each student a number, I draw one number a week out of a jar.

I call the parents of the winning student and give them a progress report, including grades, behavior, and any other helpful information.

The kids really strive to make that call a "sunshine call." And the parents are

thrilled to get a good report.

The lottery keeps me in contact with parents and has even resulted in my getting guest speakers and classroom help.

Gayle Erskine
Prairie Middle School
Aurora, Colorado

Proof Positive Feedback

To help my fifth grade at-risk students take pride in their writing skills, I make it

a practice not to accept any work until a classmate proofreads it and signs it. The key is to issue the same grade that the proofreader gives it.

I then allow the student to rewrite the paper for a higher grade. This is very important, because the grade I give the rewritten paper affects the proofreader's grade. Here's what happens:

► Kids who will accept a bad grade for their own work, won't accept one due to a classmate's refusal to rewrite a paper.

► In time, kids who don't rewrite can't find a classmate to sign their papers. As a result, their work is unacceptable.

► Many students become more aware of spelling, grammar, and other basics. Proof of this came when I accidentally made a mistake on the chalkboard one day. A student raised his hand to say he wouldn't sign my paper.

Tony Mathison
Green Cove Middle School
Green Cove, Florida

Here's Disney's Apple For Teachers

Daily Admission to Epcot '94

This is your year to visit Epcot '94 because U.S. teachers and principals, K-12, receive complimentary admission throughout 1994. It's the world's most inspirational place to be. A place where you can laugh at a presentation of the hypothalamus. Step back to the age of dinosaurs for an educational adventure into fossil fuels. See and touch the newest video games, TVs, computers, cars and home products that will change your life at the new **Innoventions**, opening July 1.

Enjoy the ultimate in educational entertainment. Then stop by the Epcot '94 Teacher Resource Center for a FREE Epcot Field Guide. If you'd like to stay in a Walt Disney World Resort hotel, room rates begin at \$89.

Call your Travel Agent for reservations or call (407) 827-7200.

Walt Disney World
The Magic of Florida

Valid teaching certificate, photo I.D., proof of current employment as a teacher, and declaration of compliance with state or local law is required for free admission. Pass not valid July 4 and December 31. Room rates subject to availability.

© The Walt Disney Company

TRENDS

Teens' Sex Habits Surprise Adults



Contrary to what most adults may think, most teenagers haven't had sex before the age of 16.

Research by the Alan Guttmacher Institute, which has tracked this issue for years, found that 62 percent of adults believe teens have had sex by the time they can legally drive.

The truth is 70 percent of teens are still virgins at that age.

Contraception use among sexually active teens also appears to be on the rise. The Institute reported that about 66 percent of teenagers used some method of contraception the first time they had intercourse. About 70 percent of those teens continue to use contraception.

Allowances Still Leave Kids Short

The typical American adolescent, aged

11 to 14, gets an allowance of \$5 per week, but "takes home" at least twice that, according to a survey by *Zillions*, a consumer magazine for kids.

Thirteen- and 14-year-olds average about \$15 per week in additional handouts; 11- and 12-year-olds get an extra \$5 a week.

Dropping down a notch, the survey found 9-year-olds get about \$2 per week for an allowance, but extra handouts net them \$3 more.

The magazine's survey of some 700 children also found that kids receive about the same amount of cash per week whether they get an allowance or not.

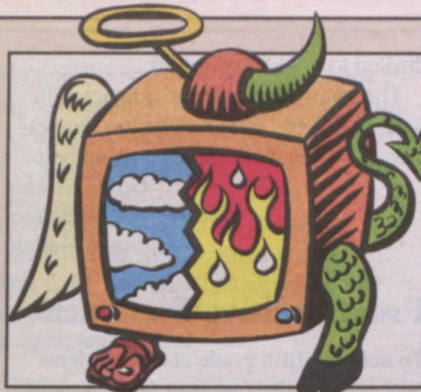
Cable Industry Picks a Watchdog

Fear of federal regulation has mobilized the cable industry to adopt its own violence monitoring system.

In May, the National Cable Television Association chose an outside group called MediaScope to monitor violent content in its programming.

For the next three seasons, MediaScope will evaluate four random weeks of programming in September, October, November, and January. A total of 25 channels will be covered, including premiums such as Showtime and HBO.

Four university researchers and a panel of 13 experts in fields, including psychology, law, and education will oversee the project.



At *NEA Today* presstime, the broadcast networks announced they would follow cable's lead.

Tough Love

West Virginia parents whose kids skip school might find that the stiffest penalties aren't for the truant students—but for themselves.

State officials are stepping up enforcement of laws designed to punish the parents of consistent truants. Frequent absences result in \$100 parental fines. If truancy continues, West Virginia courts will put parents in jail for up to 20 days.

The state has one of the highest dropout rates in the nation—about 15 percent in the 1992-93 school year. That's four percentage points greater than the national average.

Short on Time

American high school students spend far less time on academics than students in

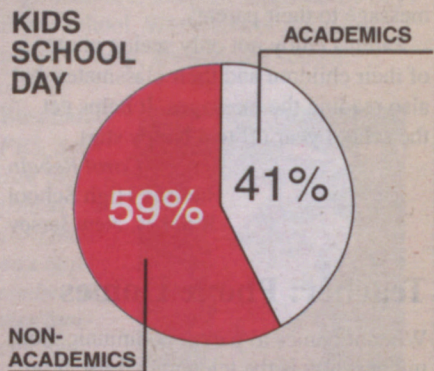
Japan, France, and Germany.

According to a two-year study by the National Education Commission on Time and Learning, American students spend only 41 percent of the school day on academic subject areas. The rest of the time is spent on activities like athletics and non-academic courses.

High schoolers in the United States spend about 1,460 hours in classes like math, science, and history. Students in Germany devote 3,528 hours to the same subjects; Japanese students spend 3,170 hours; French students, 3,280.

The report also says students abroad are more serious away from school and that they "fritter away less time in front of the television."

The study also found that German and Japanese teachers have more time to perform duties like grading papers and preparing lessons than teachers here.



DATA BANK

Reality Check

The Progress of Nations is UNICEF's annual scoresheet of social progress, ranking all nations according to their achievements in health, nutrition, education, family planning, and progress for women. Here are some statistics UNICEF uncovered about the United States:

Annual number of under-5 deaths
42,000 per year

Percentage of children reaching grade 5
94 percent

U.S. GNP per capita
\$23,120

Murder victims aged 15-19 in U.S.
3,020

Total murder victims aged 15-19 in 24 other western countries
424

Teen suicide rate per 100,000
11.1

Source: United Nations' Children's Fund, *Progress of Nations*, 1994

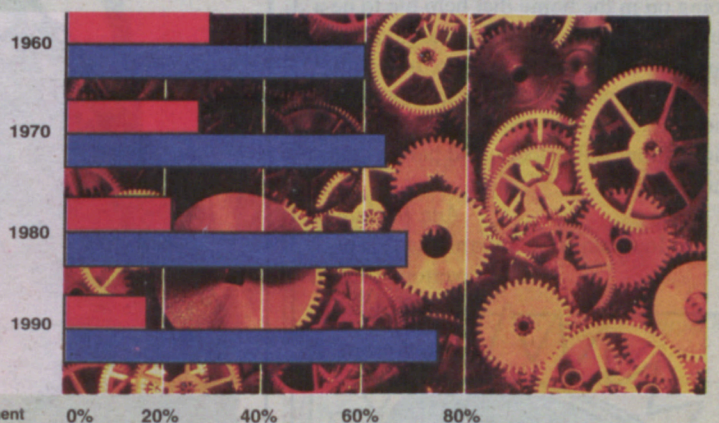
Take This Job . . .

Out of the factory. Over the last three decades, high-wage, unionized factory jobs have disappeared—with lower paying, often nonunion jobs in the service sector taking their place. Some say the shift is one more reason for the widening gap between haves and have-nots in this country.

Sources: *The New York Times*, Service Employees International Union.

SHIFT TO SERVICES

Manufacturing Industries
Service Industries



A Tribute to Spam

After 57 years on the market, Spam made the cover of the Sunday *New York Times* magazine. Among the Spam facts uncovered: the answer to this question—

Where do people buy the most Spam?

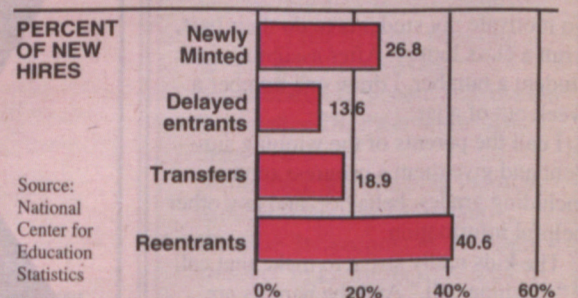
ANSWER:

- Hawaii
- Alaska
- Arkansas
- Texas
- Alabama



Veterans Get the Nod

Nearly half of the new hires for teaching positions in the 1987-88 school year had education experience. College graduates or "newly minted" teachers filled only about one-quarter of the jobs at public schools that year, indicating that experience was a sought-after qualification.



Source: National Center for Education Statistics

Health

Information about health factors that affect the way students learn



William Klish, M.D., is a professor of pediatrics at the Baylor College of Medicine in

Houston, Texas and chief of pediatric nutrition and gastroenterology at Texas Children's Hospital. He's also chair of the American Academy of Pediatrics committee on nutrition.

Dr. Klish spoke with NEA Today staff writer Victoria Lytle about the new nutrition labels required by the Food and Drug Administration.

What's required on the new labels?

The labels are required to tell the total caloric content in a defined portion and the percentage of those calories derived from protein, carbohydrates, and fat. They also show what kinds of fat are present—saturated or unsaturated—and sodium content.

What difference will that information make?

It will make a significant difference for consumers who are interested in their diet and particularly in their fat intake. The new labeling makes it easy to see how much and what kind of fat is in the foods they buy.

These labels will also be a great help to dietitians and clinicians who are trying to teach their patients to monitor their diets.

In the past, we had to give them very detailed descriptions about foods. The new labeling will make it easy for them to see nutritional values for themselves.

Will this change the way Americans shop?

The biggest impact will come for those individuals who have a need to know exactly what they're eating—like people who need to restrict salt or fat because they have hypertension or a history of arteriosclerotic heart disease. Those are the people who will



What's Behind The New FOOD LABELS

read these labels and benefit from them.

The person who is overweight and concerned about his or her caloric intake may also benefit from the labeling.

What should parents look for?

Dietary lipids—fats—are the component most parents should carefully scrutinize in their child's diet. The American Academy of Pediatrics recommends that children get approximately 30 percent of their calories from fat.

Of that 30 percent, only one-third should come from saturated fats. The other two-thirds should come from polyunsaturated and monounsaturated fats.

Are saturated fats really a big problem for kids?

Yes. Evidence has shown that arteriosclerosis and coronary heart disease is rooted in childhood. We recommend that children become more aware of their diet and that fats be restricted at least to about 30 percent.

I'm not sure children need their dietary fats reduced below 30 percent of total calories. Fats are a very important calorie source, and children need them for normal development.

What can school employees do to impress on kids the value of nutrition?

Schools do—and should continue to—teach children about nutrition in health and science classes.

Plus, I think nutrition education should be tied into the school lunch program, where kids are already learning about nutritious foods.

And I think an explanation of the new food labels and how to read them should be part of the curriculum.

Revising School Lunches



This past summer, the USDA issued new guidelines to reduce fat, sodium, and cholesterol levels in school lunches. NEA Today asked Ellen Haas, assistant secretary for food and consumer services at the Department of Agriculture, about the changes.

People have been talking about reducing fat in school lunches for

years. What prompted the USDA to do it now?

Since the 1980s, researchers in medical science and nutrition have established a clear link between diet and lifelong health, but there's never been a significant updating of the school lunch program. The USDA recognizes its national health responsibility for the 25 million kids who eat school lunches. If you consider that students develop lifelong eating habits before they're 12 and that diet relates directly to health, these changes were long overdue.

What specifically do the recommendations call for?

The school meals initiative has four components. First, we're updating the nutrition standards to incorporate the 1990 "Dietary Guidelines for Americans" in all of the 92,000 participating schools by the year 1998.

The current meal planning system

will be replaced by NuMenus (Nutrient Standard Meal Planning), which will allow schools to serve a greater variety of foods.

Second, the Department will launch a nutrition education initiative to give children the knowledge and skills they need to make healthier choices. The USDA will also work with cafeteria workers to provide training and technical assistance on improving food taste and presentation.

Third, the USDA will work to improve the nutritional profile of the commodities it supplies to schools. And, we'll put nutrition labels on them to help schools make knowledgeable choices and meet the updated nutrition standards.

And the fourth component?

We'll work with school cafeteria workers to streamline the program's administration and paperwork.

What other changes would you like to see in school lunch programs?

Kids want more variety. They love salad bars and fruits and vegetables when they're cooked in a way that looks good and when they're not overcooked. And we need to integrate what children are learning in our classrooms with what we're doing in the lunchroom.

But customer appeal is central to our proposals. If it doesn't look good and taste good, kids won't eat it.

What can food service workers do to make low-fat foods tasty?

I'm not convinced that low-fat isn't tasty. It's different. You get a lot of taste in fruits and vegetables that are locally grown and in low-fat food blended with herbs and spices. Today's kids are developing different tastes than those youngsters who've eaten higher fat diets over the past 20 years or so.

Introducing A Breakthrough

NEW

The New NEA Home It Takes The Work Out And Puts Buying

Introducing A Powerful New Home Financing Program.

The NEA is proud to introduce the NEA Home Financing ProgramSM provided by Prudential Home Mortgage, a leader in home financing. This program was designed with an understanding of how much home ownership means to NEA members and their families. The program combines the best features available in the market today into one convenient package.

Whether you want to buy a home, are refinancing the one you own, or are looking for a home equity loan, we believe the NEA Home Financing Program offers the best overall combination of service and benefits on the market today. Here are some of the benefits you'll enjoy when buying a home or refinancing a mortgage with the program.

- **Competitive Interest Rates.**

The program starts with some of the best mortgage interest rates around. And, rates are monitored on a daily basis to be sure they're competitive. You can call anytime for a free quote at 1-800-NEA-4-YOU.

- **Full Refund Of Appraisal Cost**

After closing, your appraisal cost will be refunded in full, saving you even more money on your home purchase. This represents a value of \$360 or more.

- **Loan Commitment* Before You Start House Hunting.**

Get your mortgage commitment before you start shopping for a home. You'll save time by looking only at homes in your price range. And when you're ready to negotiate with sellers, you'll be in a stronger bargaining position.

- **Low Origination Fee.**

Because we know that every dollar you save helps increase your home buying power, the program offers a low origination fee.

- **Fast Loan Decision.**

If you've already found the right home, you'll want a loan decision right away. And you can obtain one, often in as little as 24 hours after you submit your application.**

- **Zero-Point Option.**

If you choose this option, you'll pay no points at closing, reducing your up-front, out-of-pocket expenses.

- **No-Cost, 60-Day Interest Rate Lock Option.**

This option gives you protection from rising interest rates. You can lock in your rate at application or anytime up to five business days before closing. Extended rate locks are also available for an additional fee.



Benefit For NEA Members

Financing Program.SM Of Getting A Mortgage... Power In Your Hands.

● Lower Down Payment Option.

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Don't jump to conclusions. Inclusion can be good for students, parents, and teachers IF it's done right. But if it can't be done right, it shouldn't be done at all.

What Do You Do When

INCLUSION

Inclusion. To many, it's a word that conjures up images of disrupted, overcrowded classrooms, children—regular and special ed—whose needs aren't met, and overburdened, unprepared, unassisted school staff.

It also evokes fear—an emotion that prompts many communities to keep inclusion at bay.

"When improperly carried out, inclusion efforts can and sometimes do lead to enormous frustration, pain, and anger on the part of everyone involved," says NEA Vice-President Robert Chase, who chairs the Association's special advisory committee on inclusion.

Last spring, the committee, composed of special ed and regular education teachers and support staff, established NEA's policy and guidelines for appropriate inclusion (see box on page 17).

"While poorly implemented inclusion must end, we should not lose sight of the benefits of well-planned inclusion," says Chase. "Many schools are experiencing great success with inclusion policies because their efforts are carefully designed and supported."

One such place is Westerly, Rhode

Island, a small coastal resort town with four elementary schools, one middle school, and one high school. Not so long ago, fears about inclusion were commonplace for the town's 22,000 residents.

Today, Westerly boasts a program that seems to have won the favor of teachers and support staff, parents, and administrators. It's not perfect, but it's a far cry from the district's disjointed efforts of years past.

How did Westerly do it? With careful planning, time, money, communication, and commitment—all made easier by a strong local Association.

"We built a support system that cushioned our inclusion efforts," says Maureen Logan, a teacher and leader of the effort. "Without it, we wouldn't have taken the risk."

Paula Agins, a Westerly parent whose



"We built a support system that cushioned our inclusion efforts. Without it, we wouldn't have taken the risk," says Westerly program coordinator Maureen Logan.

daughter Sarah was one of the first special needs children in Westerly's inclusion program, put it more simply. "We faced our fears and found the way past them," says Agins.

Elements critical to Westerly's success include:

➤ **Readiness.** Ten years ago, Westerly was the last place you'd expect to find inclusion. Special ed parents were critical of the district's services for their children, the district itself had been cited for numerous violations of special education codes, and teachers at some of the

town's schools had expressed a "not in my classroom" attitude.

But in 1988, the Westerly school district committed itself to district-wide restructuring and shared decisionmaking as an NEA Learning Lab.

For two years, Westerly's educators "spent a great deal of time and effort building a strong school-community partnership based on shared decisionmaking," recalls Logan, Westerly's Learning Lab coordinator. By 1990, Logan says, "we were ready to take on inclusion."

➤ **Long-range plan, little steps.** "Inclusion of all special needs students may have been our goal, but we didn't want to rush it," Logan says. "So we started small."

In Westerly, that meant asking for volunteers. "We began one classroom at a time, with teachers willing to work together," explains Logan.

"All along the way, we made sure that training, feedback, and additional services were available to both the special ed and regular ed teacher until they felt comfortable working together."

Open communication counts. Westerly teachers Sue Latz and Ann Dogon (left and right) addressed parent Roberta Callahan (center) and daughter Tracey's fears about inclusion right from the start.

At State Street School, it meant beginning one student at a time, says Mary Lord, the school's special education teacher. "Three years ago, we moved Sarah Agins, who is classified as having severe and profound disabilities, from a self-contained classroom into a regular classroom."

"In the beginning, we went to a kindergarten teacher and asked if Sarah could be included. The teacher said, 'Okay, but only for story time.' After a while, that teacher called us back and said, 'How about one hour?'"

"That hour stretched into two hours and then kept stretching longer and longer. Pretty soon, the teacher said, 'We'd love Sarah to stay full-time.'"

➤ **Ongoing staff development and training.** Continuing inservice training—not only for teachers, but for administrators, instructional assistants, parents, and transportation personnel—was essential.

Resources

➤ **NEA Special Committee Report on Inclusion.** This report details NEA's activities regarding inclusion and offers members NEA policy on appropriate inclusion. To get a copy, write to NEA National Center for Innovation, 1201 16th St., N.W., Washington DC 20036.

➤ **Toward Inclusive Classrooms, 1994.** Six stories written by educators about their own experiences in this area. Stock number 2903-8-00-F. \$9.95 plus shipping and handling. To order, write NEA Professional Library, P.O. Box 509, West Haven, CT 06516. Call 800/229-4200.

➤ **"The Marriage of Special and Regular Education Through Inclusion."** An article by two teachers in the new NEA-sponsored journal, *Teaching and Change*. For subscription and ordering information, contact Corwin Press, Inc., P.O. Box 2526, Thousand Oaks, CA 91319-8526, 805/499-9734, ext. 104, FAX 805/499-0871.

➤ **NEA Online.** Compare notes about inclusion with educators around the country on NEA's online electronic network. To join the dialogue, go directly to the NEA Teaching and Learning message board (keyword: NEA Teaching). For more information on signing up, see page 24.



When You're Faced With

ISOLATION?



"In Westerly, we faced our fears and found a way past them," says Westerly parent Paula Agins, here with daughter Sarah.

relies upon a range of cooperative services from physical and behavioral therapists to occupational therapists to the area psychiatric hospital.

► **Class size maximum.** The Westerly Education Association bargained strong contract language that keeps class size to 28 students. "With too many kids in the classroom, very soon the needs would become overwhelming," says fourth grade teacher Ann Dogon.

"Our classroom of 28 students has the benefit of two teachers and an aide offering individual attention. Any more students and the task would be impossible."

► **Parental support.** At Tower School, fourth grade teachers Dogon and Sue Latz garner parental support with a personal approach. "We believe in open communication with parents," Dogon explains.

"We invite them to observe our class-

room and even hold a conference to answer parents' questions. Some of our program's biggest skeptics have become our biggest fans."

"I was skeptical at first because for years Westerly had a horrible record on special education," recalls Paula Agins, mother of eight-year-old Sarah.

"But Westerly staff answered all my questions and offered their vision for how Sarah would participate and learn in their classes. A private school she attended started out by talking about her limitations."

► **Planning time.** Westerly teachers do a great deal of planning together, that's why the program is so successful says Denton. "In fact, what we'd love to have is even more planning time together, we have so many ideas and modifications."

Some measures of Westerly's success:

"Our students don't really know which of us is the special ed teacher and which of us is the regular ed teacher," says high school teacher Donna Miller. "Even more important, our students often don't know who the special needs student is."

"The best measure for me is my daughter's progress," says parent Paula Agins. "At her private special ed school, Sarah was isolated; she was listless, depressed, nonresponsive. Now she sees herself as one of her peers, a typical eight-year-old child."

"What Westerly has done for my child and for all children is show them that they can learn together and in the best possible conditions."

Regular ed students see the benefits, too. "At the beginning of the year, one student said she was afraid to be in this class," recalls Sue Latz. "She asked, 'What do I do if one (of the Down's Syndrome kids) touches me?'"

"At the end of the year, she thanked us for the opportunity to make so many new friends."

—Anita Merina

"The goal of the training was not only to provide information, but to dispel fear," explains seventh grade special ed teacher Melissa Denton who works at Babcock Middle School.

Westerly's inservice training provides information on the special needs population, discussion sessions to develop common ground, and site visits to other schools.

The district also holds workshops on crisis intervention, curriculum modifications, team building skills, and reality therapy.

► **Programs tailored to student needs.** Each of Westerly's six schools has its own unique inclusion programs.

At Babcock, Denton moves from class to class with her students but maintains a special ed room that her students may need occasionally.

At State Street Elementary, two instructional aides accompany children with severe and profound disabilities throughout the day.

At Westerly, placement options are built in, including flexible

schedules, extended days on- or off-site, short-term hospitalization, and vocational training.

► **An extensive support system.** Inclusion isn't simply placing children in the room and teaching the same way, says Denton.

That's why each instructional team consists of a regular ed teacher, special ed teacher, and, in most classrooms, instructional aides.

At Westerly High, ninth grade English teacher Donna Miller and special ed teacher Barbara Swanson teach in tandem, one speaking, the other writing on the blackboard.

"Not every child learns the same way," Miller says. "We try to make sure every child understands each lesson and its requirement."

To support teacher teams, Westerly High and Babcock Middle schools have student centers staffed by behavioral specialists and aides for students with behavioral problems.

Westerly also



"One teacher can't teach an inclusive classroom alone," says Westerly High School English teacher Donna Miller.

NEA's Position On Inclusion

Last year, NEA established a special committee—composed of special educators, regular educators, support staff, and Association staff—to examine the issue of inclusion.

"We struggled with every aspect of the issue, every concern represented, every question asked," recalls NEA Vice-President and committee chair Bob Chase. "We truly believe everyone's concerns were raised and addressed throughout our discussions."

In its report, the committee issued the following policy statement:

"The Association supports and encourages appropriate inclusion. Appropriate inclusion is characterized by practices and programs that provide for the following on a sustained basis. Inclusion practices and programs that lack these fundamental characteristics must end."

NEA policy cites the following items as essential to any inclusion program:

► **A full continuum of placement options and services.** Placement and services must be determined for each student by a team that includes all stakeholders and must be specified in the Individualized Education Program.

► **Appropriate professional development,** as part of normal work activity, of all educators and support staff associated with such programs. Appropriate training must also be provided for administrators, parents, and other stakeholders.

► **Adequate time,** as part of the normal school day, to engage in coordinated and collaborative planning on behalf of all students.

► **Class sizes** that are responsive to student needs.

► **Staff and technical assistance** that is specifically appropriate to student and teacher needs.

In July, delegates to NEA's Representative Assembly adopted this position.

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LEGAL TIMES

The Supreme Court first struck down officially sponsored school prayer in 1962. A year later, the Court said that schools cannot begin each day with Bible readings and recitations of the Lord's Prayer.

The high Court's rulings on school prayer have been the law of the land for more than 30 years now. But recent lower court decisions have given life to a new drive to put prayer into the schools.

The key decision came in 1992 from the Fifth Circuit Court of Appeals in *Jones v. Clear Creek Independent School District*. In that Texas case, the court upheld "student-initiated" graduation prayer.

The school policy challenged in *Jones* allowed the senior class to decide whether to have an invocation or benediction at its graduation ceremony. Any prayer had to be "non-sectarian and nonproselytizing" and delivered by a "student volunteer."

In upholding the policy, the Fifth Circuit court emphasized the distinction between government sponsorship of religious activities, which the Establishment Clause prohibits, and religious speech by private citizens, which the Free Speech Clause of the First Amendment protects.

The school's action was legal, the court ruled, because students had made the decisions.

The court said, "A graduating high school senior who participates in the decision as to whether her graduation will include an invocation by a fellow student volunteer will understand that any religious references are the result of student, not government, choice."

The Supreme Court declined to review the case, so it is now the law in the three states that make up the Fifth Circuit—Texas, Louisiana, and Mississippi.

Emboldened by the Jones decision, Pat Robertson's American Center for Law and Justice (ACLJ) immediately launched a campaign to put prayer back in the public schools.

Last spring, ACLJ sent a letter to 35,000 school officials touting the *Jones* decision and claiming that students now have the "free speech" right to pray at graduation ceremonies and to engage in other religious activities at school.

And in a pamphlet distributed nationally, ACLJ urges students to exercise their First Amendment rights to proselytize on public school campuses.

The American Civil Liberties Union (ACLU) joined the fray last April by sending its own mailing to school officials refuting Robertson's position and asserting that "student-initiated" prayer is unconstitutional.

Beleaguered school officials don't

School Prayer



Is Back

Even though the Supreme Court has never upheld school prayer, an orchestrated, national campaign is now under way to put prayer back in the public schools.

know what to do.

The dueling memos from the ACLJ and the ACLU have caused a "horrible mess," says Gwen Gregory, deputy general counsel for the National School Boards Association.

The confusion has been compounded by several contradictory court decisions handed down since the 1992 *Jones* case.

Federal judges in Iowa, New Jersey, and Virginia have rejected the Fifth Circuit's reasoning in *Jones* and held that student-initiated graduation prayer violates the Establishment Clause.

The policy challenged in the Virginia case, *Gearon v. Loudoun County School Board*, allowed the senior class to vote whether to have a "nonsectarian, non-proselytizing invocation/benediction/prayer" at graduation.

In striking down the policy, Judge Albert V. Bryan, Jr. held that "the state [cannot] delegate the decision as to a

prayer to the graduating class without offending the Establishment Clause. ... The notion that a person's constitutional rights may be subject to a majority vote is itself anathema."

The attorney generals for the states of Kansas, Kentucky, and Maryland all have ruled that student-led graduation prayer is unconstitutional.

On the other hand, federal district courts in Idaho and Florida last year followed the reasoning of the court in *Jones* and upheld school policies allowing student-initiated prayers at graduation.

Several of these cases are now pending in the federal courts of appeal, and it's likely that one of them will wind up in the Supreme Court next year.

Proponents of school prayer have also launched efforts in state legislatures. According to the ACLU, six states this year passed legislation mandating a

moment of silence or permitting student-led prayer at school events. The six states are Alabama, Arkansas, Georgia, Mississippi, Tennessee, and Virginia.

While the debate over student-led prayer will undoubtedly continue, at least until the Supreme Court hands down a definitive ruling, the law remains clear on one matter—teachers and other school employees cannot participate in religious activities while at school.

The Fifth Circuit Court of Appeals, for example, held last year that it is a violation of the Establishment Clause for a basketball coach to lead his players in pre- and post-game prayer. Similarly, the Eighth Circuit ruled in 1988 that a high school band teacher could not lead band members in prayer at rehearsals and performances.

Legal turmoil

aside, some suggest the current school prayer movement is a response to urban chaos and violence in school.

As D.C. Council member Marion Barry explained when he introduced a school prayer bill, "With all this violence and other problems, we need to get back to trying to allow those who want to pray to do it. It may set a moral tone at the schools."

But the Rev. Barry Lynn, a United Church of Christ minister and director of Americans United for Separation of Church and State, sees the issue differently.

"Students don't need an act of Congress to pray," Lynn argues. "They can do it right now. I don't want the government to set aside time or place in which religious expression can occur in my child's life."

"If children don't have a relationship to faith and conviction, it's not the state's job to give them one. That's the job of parents."

—Michael D. Simpson
NEA Office of General Counsel

Supreme Court Upholds Church-State Separation

Those who value the separation of church and state sighed with relief once again this summer when the Supreme Court ruled that a public school district set up solely for the benefit of Hasidic Jews is unconstitutional.

The Court found that the 1989 law creating the small district violated the First Amendment's prohibition against the establishment of religion.

Look to a future column in next month's *NEA Today* for an in-depth analysis of this critically important case.

People



ESP Person Of the Year

You might have seen **Eddie Middleton**. He's the guy on the cover of NEA's just-published education support personnel annual magazine, an honor reserved for the Support Person of the Year.

Middleton, an electrician from St. Bernard Parish in Louisiana, was stunned when NEA President Keith Geiger announced his award last April.

But he shouldn't have been. After all, others have heard about his work as leader of a two-year drive to get bargaining rights for St. Bernard Parish support workers and as chief negotiator of the local's first contract.

On the job, Middleton displays a range of talents. Last year, for example, he completed the wiring of a television studio at the local high school.

As first president of his local, Middleton looks forward to the next contract, when both support employees and teachers will bargain together.

"When people are together for a common goal, that's a union. That's what we have here and what we have to build on for the future."

Around the World in 80 Toys

On a cool May morning, third grade students at Groveton Elementary School in Alexandria, Virginia, led by teacher **Judy Johnson**, held a welcome-home party for a group of travelers who'd spent the last six months touring the country and traveling around the world.

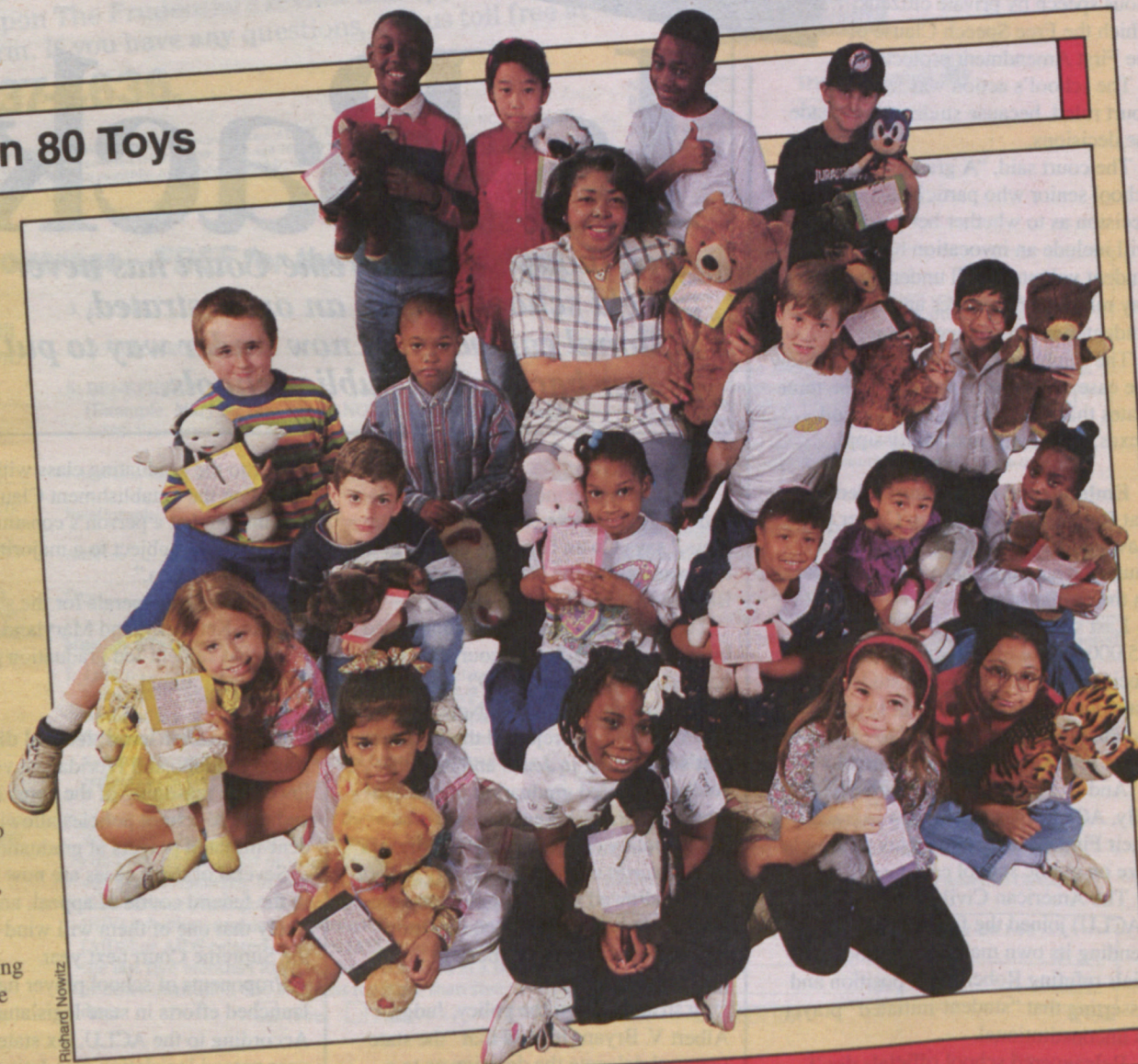
More than 70 travelers had returned—by air, by sea, by mail pouch—their backpacks and diaries full of souvenirs and messages that did the talking for them, for the explorers couldn't exactly speak for themselves.

The reason? These explorers were children's toys—dolls and stuffed animals—sent off by Groveton students as part of a social studies project coordinated by Johnson, with help from elementary teachers Kai Danisarage, Kathy Nolton, and Shirley Richey.

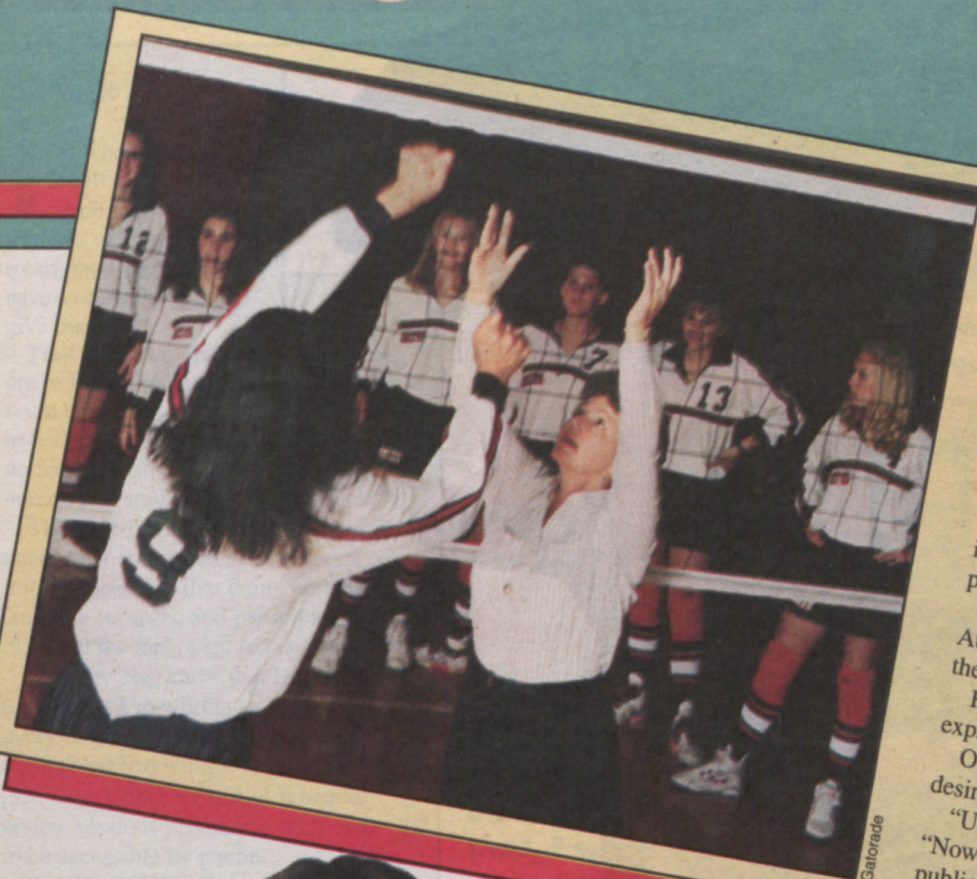
"These travelmates were equipped with backpacks, dogtags, and detailed instructions for responding," explains Johnson.

"Our students' parents then took them to work, and gave them to friends and colleagues who were taking trips. As a result, these toys have 'seen' six continents," she says.

"Now that they've returned, the first thing we do is map each toy's travels around the globe."



Richard Nowitz



Spiking Ahead of the Times

To find the best example of what commitment to athletics means, look no further than **Sharon Austerman**. For 29 years, Austerman has coached and taught at Cortez High School in Arizona's Glendale Hills school district.

She's headed just about every new girls' sport Cortez has offered, including track, basketball, and, of course, volleyball—Austerman's specialty. The Colts girls' volleyball teams have captured three state titles and nine division championships during Austerman's tenure.

Austerman views coaching as a unique opportunity for an educator. "Coaching is the ultimate form of teaching athletics," she says. "It's like an advanced placement course for physical education."

When she started in 1965, the only girls' sport offered at Cortez was tennis. Austerman founded the first badminton and volleyball teams and helped start the first track and basketball teams later in her career.

Her motivation? "It's important that females have the same avenue for expression as males," she says.

Over the years, Austerman notes that the girls' sense of competition and desire to achieve has never wavered. It's the boys who have changed, she says. "Used to be, the boys didn't want to see the girls competing," she says. "Now they do." Still, Austerman believes there's a long way to go before the public truly accepts women's sports.

Gatorade



Robert Stieg

A Copious Collection

Hidden away in an unused bedroom in **Jim Geiermann's** home in Williston, North Dakota lurks a monstrous, overwhelming, undeniably large ... comic book collection.

Over the past 25 years, Geiermann, president of the Williston Education Association and a teacher of learning disabled kids, has amassed about 8,000 comics, and his stock is still growing.

"I haven't counted them lately," Geiermann says. "It scares me." Geiermann buys about 30 titles a month, which translates into spending about \$600 a year to support his hobby.

"I'm addicted to the stuff," he says. "They'll have to form a support group to get me off of them."

Geiermann's favorite title is the X-Men, but he also keeps up with Batman and Superman. "I'd love to attend a comic book convention," he says, "but they're all too far away or conflict with my school schedule."

He does use some comics like "Calvin and Hobbes" and "Frank and Ernest" as teaching tools, but says he doesn't bring Batman to class.

Colleagues have mixed reactions when they learn of this hobby, Geiermann notes. "Hey, everybody has a hobby," he says. "Mine just happens to be collecting comic books."

Lessons on the Trail

George Henry, an American history teacher in Friendsville, Tennessee, has his students taking a walk on the wild side—the wild side of nature, that is.

Two years ago, Henry discovered a block of unused land on the 19-acre campus of Friendsville Elementary School.

Inspired to preserve the land surrounded by new construction, Henry and volunteers from the Friendsville community turned the 6.9-acre area into a nature trail and wildlife preserve. Funds for the project were donated by the community.

"Our idea was to create an awareness of nature and to preserve and protect the environment," says Henry.

More than 100 kinds of wildflowers and 40 species of trees, mostly indigenous to Tennessee,

grow along the 3/4-mile trail, which is also stocked with bird and bat houses.

Every class has its own section of the trail to maintain. Henry has noticed that the younger students are particularly enthusiastic about their responsibilities.

But the trail features more than flora and fauna. Before the Civil War, Friendsville was a major stop on the underground railroad. Quakers used a cave near the nature trail to hide runaway slaves.

Henry suspects that many of those runaways crossed over the land that the trail now occupies. "It's hard to prove, but it's in the same area," he notes. "We use the trail to teach kids a lot about the area's history."

Other teachers have used the site for a variety of lessons ranging from language arts instruction to a special program for disabled students.

Town leaders recently acknowledged and honored Henry's commitment to the project—they named the trail after him.



Michael Patrick



The new kid at school says veggies are cool.

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SOUNDING BOARD

By Adele Jones

I'm what you'd call a tough teacher. I admit that. When students enter my classroom, they know they'll have to earn the grades I give them.

I tell kids from the start that I'm not out to fail them, but they've got to understand certain concepts in order to go on to college. If they do four things, they'll do fine: pay attention in class, do their homework, study, and ask questions.

They need to understand that quizzes count, that coming to class shows a commitment to learn, that doing homework, studying for tests, and participating in class tell me they want to learn.

But they also know that I'm there for them. That I'm willing to be in at 7:15 every morning and until 6 or 7 every night. That I'm willing to give up my planning period, willing to schedule review sessions just before tests, willing to be accessible by phone.

But when children are absent 50 to 60 days a year, don't do the homework, and don't perform well on quizzes, do I help them by passing them? I set my standards high so my kids can do likewise; is it therefore my fault if they choose not to do the work?

My answer is no. And for that, I spent a year away from the school, the students, and the classroom I love. I spent a year waitressing in a local restaurant and teaching part-time in a private school. I spent a year as the unlikely target of media attention and "symbol of a national education debate about teacher and student responsibility."

In short, I was fired. Fired because I failed too many students. My grading was too tough, my failure rate too high. For that I was judged "an ineffective teacher guilty of incompetence and/or willful and persistent insubordination."

THE CASE

There's no disputing the numbers of failed students in my classrooms. I know it was high. In 1990, just after I'd been transferred to Sussex Central High School from Indian River High School, 42 percent of my students failed. The next year, 27 percent of my students failed.

Throughout those two years, I went through performance appraisals and improvement plans, each designed to address district concerns that I'd failed too many students.

My administrators wanted me to change my grading policy so that I'd "have a failure rate consistent with the rest of the school and/or the math department."

What did that mean to me? It meant grading on a curve, counting class participation more heavily, changing instructional methods I knew challenged the students.

In other words, it meant I had to change the way I thought about the classroom and the standards of excellence I

"I set my standards high so my kids can do likewise. For that, I spent a year away from the school, the students, and the classroom I love."



wanted my students to meet. It meant lowering standards, a move I thought would have been a disservice to my students. I wouldn't be helping them. I'd simply be passing them through the system without giving them the tools they needed to do well at college or in the world of work.

THE FIRING

On the afternoon of April 22, 1993, I was standing in the hall acting as bus monitor when the assistant principal walked up, handed me an envelope, and walked away. I opened it up and immediately started to cry. I showed it to my math chair, and she began to cry.

There it was, the word that I was a terrible teacher, that my students' failure rate had little to do with their work and everything to do with my own.

lawyers to handle the board hearing.

Attorney Craig Karsnitz didn't need to be asked. He already knew about the case, because 300 student protesters had marched right by his law office. In fact, he was eager to get involved.

For the next year, we spent our time challenging the termination.

THE PROCESS

In Delaware, a tenured teacher is permitted a full scale hearing at which both sides can present evidence. Delaware law also permits the school board to hire the hearing officer.

During my hearing, attorney Craig Karsnitz made a strong case for the right of the teacher to set standards. He argued that those standards alone should not be used to determine competency or incompetency. But to everyone's surprise, the school board voted, 6-4, to uphold the termination.

Craig appealed, taking the case to the Delaware Superior Court. One key factor: All of the administration's exhibits were given to the school board, but some of DSEA's supporting evidence was missing. Add to this the fact that the school board member whose child failed my class still participated in the vote.

THE VICTORY

It was late January when the case was finally heard and Judge T. Hegley Graves announced his decision.

He decided that I was denied due process since the school board lacked all of the exhibits in my case. Further, he announced that the school board member whose child failed my class should not have participated in my firing.

With that, he ordered the board to reconsider my termination.

At the school board, my case was delayed again, this time because two members—one who supported my termination and one who didn't—lost their seats in the November school board elections.

At last, nearly a year after I was fired, board members once again voted on my termination. I was present when they announced the vote: three in favor of my firing, six against.

BACK TO SCHOOL

Throughout this ordeal, people asked me why, after all I'd been through, did I want to return to the same school that fired me?

To me, the answer is simple. I owe it to the teachers and kids to be there again. I was always there for them. Perhaps that's why they protested so loudly and strongly when I wasn't. And that's why I'm happy to be back.

Adele Jones teaches math at Sussex Central High School in central Delaware. She was fired in June 1993. In April 1994, she was reinstated with back pay and benefits.

THE COMMUNITY RESPONSE

Word got around very quickly that I was to be fired. My colleagues were quick to rally around me. One teacher began organizing. "We need to write petitions. We need to stop this from happening," he said. They made phone calls that night and met the next day with the principal.

One of the guidance counselors sewed ribbons with the message: "I support Adele Jones," and handed them out at the doorway. I was amazed at all of the support showered on me.

The students heard rumors and wanted to know more. Once they were told, they swung into action, too, making their own buttons and signs. They even called the local media.

In the meantime, I contacted the Delaware State Education Association. DSEA leaders contacted one of their

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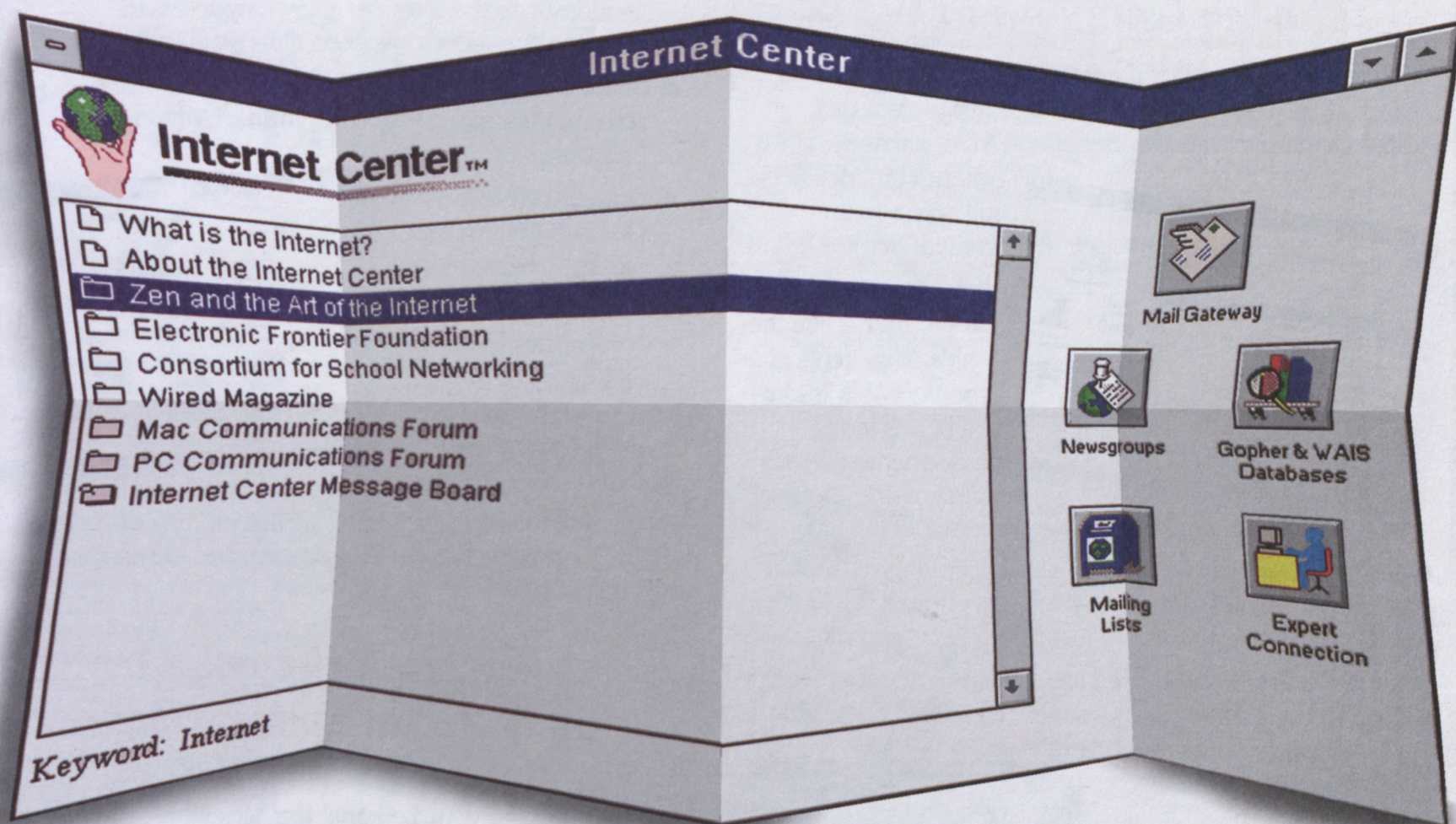
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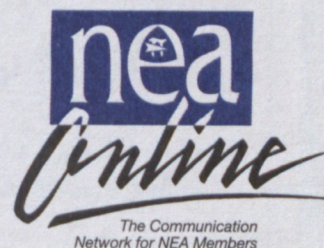
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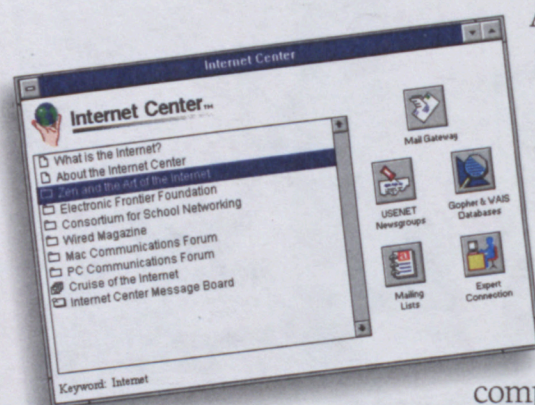


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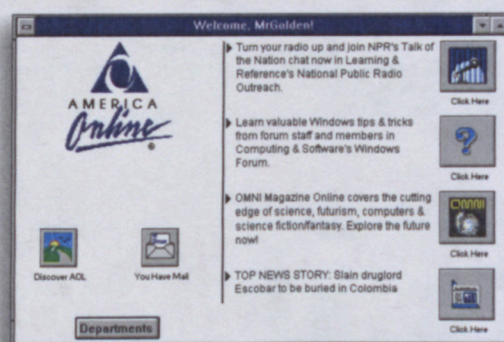
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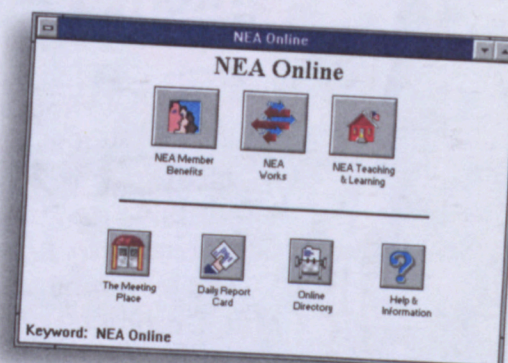
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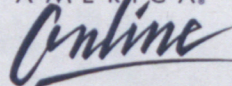


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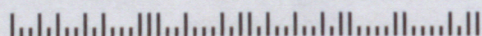
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*NEA members using technology
to improve education*

History Comes Alive On the Little Screen

Robin Wax knew little about computers, but she knew exactly what she wanted them to do—make history more interesting for her at-risk students.

It's 1914. America's intellectuals debate the question of the day: Should the United States enter World War I?

Robin Wax's eleventh grade U.S. history students click on their computers and assume their roles.

"Let them fight amongst themselves," writes one student playing the part of W.E.B. DuBois. "If we are to help either side, we would be helping in the perpetuation of racist, imperialist causes in Africa and Asia."

"This is Eugene Debs," responds another student. "Big, corporate capitalists don't fight wars. The little people that live in the city slums do."

"People, people. Can we all just get along?" writes another student playing Robert LaFollette.

You might not guess that this dialogue is between students who have failed history before or have writing abilities far below grade level.

But it is.

With tough teaching techniques, Daedalus Writing Environment software, and college students who tutor by computer, Robin Wax's students at Pioneer High School in Ann Arbor, Michigan have excelled.

It all began in 1991 when a University of Michigan official approached Wax with the idea of electronically linking high school students

to college student tutors.

Everything about the plan clicked for Wax—and her students.

"We get to learn more about what it really feels like to be that person, and it gives us more of a feeling of what actually went on," says Ava Quinzy, a high school junior.

Wax's approach is computer-based, but it's no computer game. She starts off by assigning each student a historical figure to research. Students then read letters and articles by their characters.

When they've got enough background, they enter a computer conference through Daedalus Writing Environment software and discuss a topic Wax provides. The software lets students have real-time debates under their historic names, write electronic journals, and send electronic mail messages to each

other and their tutors—University of Michigan students trained as peer counselors.

The tutors don't spend time criticizing technical aspects of the students' work; they try to stimulate students' thinking by sending provocative questions by return "mail."

At the end of the term, the college and high school students get together for a party. "The kids really enjoy having college pen pals," Wax says.

Wax's combination of computers, tutors, and teaching is admired by students and teachers alike.

"It's made learning a lot easier for us," said David Morrow, an 11th grader. "It doesn't feel like you're writing as much as you are."

Students' enthusiasm was evident to Aaron Pollock, another American his-

tory teacher at Pioneer, when he first peeked into Wax's classroom.

"Here was a class of 20 kids who apparently don't learn, and everybody was 100 percent focused on work."

Pollock's now using the computers with his at-risk students, and the school's social studies department wants to incorporate the program into a Western civilization class this fall.

In January, NEA's National Foundation for the Improvement of Education awarded Wax a \$5,000 McAuliffe grant for combining progressive education with technology.

Good news, yes, but the real victory, Wax says, is seeing kids progress. "I'm not a young kid who's never tried anything new before," Wax adds. "But this has revolutionized my classroom."

—Eric Gorman

For more information about Daedalus Integrated Writing Environment, contact Locke Carter, The Daedalus Group Inc. of Austin, 1106 Clayton Lane, Austin, TX 78723, 800/879-2144, info@daedalus.com.



Teacher Robin Wax says students like Chris Dima are learning a lot by playing the roles of multicultural figures from the past.

Bob Chase

NEA ONLINE

Getting Started



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TIPS FOR USING NEA ONLINE



Jon-Paul Roden

Chair, computer science, Vernon, Connecticut

Trying to create innovative and exciting American Education Week activities each year is quite a task. But NEA Online helps make the planning manageable.

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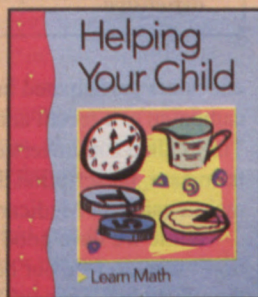
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Since last February, NEA-R members—in cooperation with state Association leaders, both active and retired—have sent thousands of letters encouraging Senators and Representatives to pass leg-

islation that guarantees universal coverage and long-term care, and protects Medicare and Medicaid.

"I'd have to say our retirees have a good health plan," says retired Alaska teacher Merritt Olson, "but we have a responsibility to those who don't, many of whom are our children and grandchildren. It's vital that we get involved."

Members of the Michigan Education Association-Retired (MEA-R) also have good coverage, but hundreds of retired



"Without employer-paid insurance," notes NEA-Retired President Marian Conrad, "retired people have to pick up the cost, and that can be very expensive."

educators participated in a letter-writing campaign at a recent annual meeting. They called for universal coverage, long-term care, prescription drug benefits, and maintenance of Medicare.

"While we have good insurance, we don't want to lose our benefits," says Ann Speicher, a retired Michigan teacher and NEA-R vice president. "And we want benefits available to everyone, especially children."

Of course, not all retired Association members have quality benefits themselves. And many fear losing the coverage they have now.

"We want to make sure that Medicare is retained, since it's the basis of most of our health care," says NEA-R President Marian Conrad. "We're looking ahead to a time when we could become a burden on our families if there's no system of long-term care."

"We've seen what's happened to our own health care after we retired—many of us are no longer provided with employer-paid insurance. We've had to pick up the cost, and that can be very expensive for a person on a fixed income."

Adds Ruth Watkins, president of the North Carolina Retired School Personnel: "Our concern is not for any particular plan. We simply asked our members to urge their legislators to pass a plan that provides universal coverage, prescription drug benefits, and long-term care."

With an October adjournment and elections just around the corner, members of Congress are under a great deal of pressure to act quickly on the various health care proposals before them.

NEA members, active and retired, will continue to demand a system that provides quality, affordable health care to everyone, and to espouse the principle that health care should be a right, not a privilege.

A variety of benefits are available to NEA-R members through NEA-Retired and NEA Member Benefits.

For more information on NEA Member Benefits programs, call 800/637-4636.



"POLITICAL ACTION HELPS ME DO MORE FOR MY CHILDREN"

... Mary Lehmberg, Third Grade Teacher, Laguna Hills, California

We teach to shape the future — to help each child become the best he or she can be.

But elected officials play a major role in how well you can teach your children. That's why it's so important to support your local, state and national political action committees. In Washington, NEA-PAC fights attempts to use tuition vouchers to divert money from the public schools to subsidize affluent children in private schools. And NEA-PAC's a leader for safer schools, smaller class sizes, programs that help you teach, and programs like expanded Head Start to help the children learn.

Your contribution to NEA-PAC supports quality federal officials who care about your students. If you want to be viewed and treated as the professional you are, contact your Association representative and contribute today.

nea-pac

Thanks to you, it works for children.

FOR YOUR BENEFIT

Like all parents, I want my children to grow up knowing how to spend, save, invest, share, and enjoy their money.

I don't want them to be spendthrifts, nor do I don't want them to be miserly. I don't want them to be unconcerned about future goals, nor do I want them to obsess about them.

Unlike many parents, I have spent the past 20 years as a financial writer, teaching people how to make the best use of their money. But that hasn't made teaching my own children these lessons any easier.

Teaching kids about money is one of the most important tasks we face as parents. Whether we realize it or not, how much we save, borrow, give to charity, and so forth depends on our fundamental values, which are passed on to our kids.

Still, many parents wonder how much money-talk is appropriate for kids. Experts agree that you should begin talking about how money works when a child is about three, provided you don't get too heavy-handed about it.

Talk about what you do on trips to the grocery store or the gas station or the bank. Take the child shopping to buy one gift, or offer 50 cents and two options for what to buy.

"Children that young don't understand abstract notions very well," says Janet Bodnar, author of *Kiplinger's Money-Smart Kids (And Parents, Too)*. "All you should be trying to get across is that there is this thing called money."

You might let your three- or four-year-old pay for something, like lunch at McDonald's or an ice cream cone. "Children need to understand that when they give money to a cashier or put it in a vending machine, they get something in return," says Dr. Mio Fredland, a New York City child psychiatrist.

But don't waste your time lecturing three year olds on the difference between a nickel and a dime. Until they're about six, children do not understand how to make change or what coins are worth.

Parents of three- and four-year-olds typically face the "gimmies." Children go through a stage in which no matter where you take them, they ask for something: toys, candy, balloons.

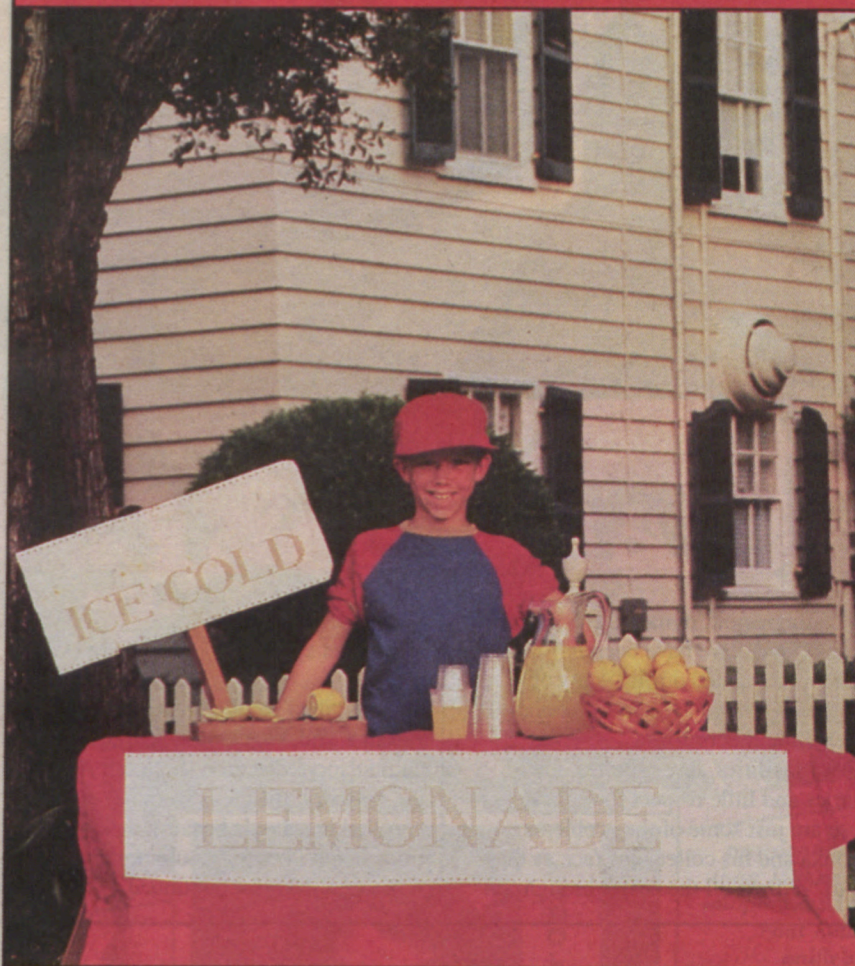
I've heard parents tell their youngsters, "We can't afford it," which is somewhat of a cop-out. If you are to teach your children about money, you must be honest. You can afford a package of bubble gum for 50 cents. The issue is not the price.

Instead, you need to set some ground rules. For example, a parent told her children that it's wasteful to buy candy on shopping trips. But if you are going on a special trip to the zoo, for instance, you might tell your children in advance that they can have one treat.

Another parent solved the problem by telling her children to pick out one item on a trip to the grocery store. "They can spend most of the trip deciding what it will be," she says.

As parents, we must spend more time assessing our children's individual per-

COMMON CENTS FOR KIDS



Wisdom about money, like basic honesty or good manners, begins at home. Parents take note: Early lessons can last a lifetime.

sonalities as they emerge, then matching those personalities with appropriate ways to teach about the value of money.

My four-year-old son often asks for things that catch his eye, and it's difficult to tell whether he's really interested in them. I tell him he can ask for the toy for his birthday or Christmas, and if he persists for that long, we usually get it.

My eight-year-old daughter, Krista, on the other hand, never asks for anything. She is extremely serious and intense, and I take great care not to worry her. If I told her that we couldn't go out for lunch because things were tight, she would think we were getting evicted.

I began giving Krista a weekly allowance when she was six. We followed the suggestion of psychologists that the money have no strings attached. She wasn't particularly interested in the allowance and seemed to consider it a chore to put it away.

What really had an impact was the first

time she earned money—a hefty \$25—helping a friend's mother paint bathrooms at school.

That set off a round of questions about how people earn money. She assumed, quite naturally, that people who had tedious jobs must earn a great deal of money because otherwise they wouldn't do them.

She also thought that members of the church choir must earn a great deal of money because they had such beautiful voices.

Those two days of work presented dozens of opportunities to talk about how people earn money—and how much money they earn.

Yet the exercise I feel has been most successful was the coupon book I made for Krista's seventh birthday. I went to an art supply store and bought a small blank book. I spent a great deal of time on the book, drawing a picture on each page and

making each coupon good for one thing.

Many of the items cost nothing, like "one big hug," or "one hour of bicycle riding, Roller Blading, or reading." Some were "real" gifts, like an art supply or an outfit from the Gap. The rule was that if she presented a coupon, I could not say, "No, not now." She chose when she was going to spend them.

She loved that book more than any other gift she's ever received. She used all the hugs right away. But she still has the book—with a number of unused coupons—in her top desk drawer waiting for the right time to "cash in."

Like other aspects of raising children, teaching lessons about money never ends.

Last week, I took my kids to the video store to rent a movie they wanted. The film was out. They asked how much it cost to buy it and were told it cost \$89.95.

I said, "Wow, that's a lot!"

But Krista said, "Mom, we're really looking forward to watching that. You've got your credit card, don't you?"

—Mary Rowland

For Business Tyke-oons

One sure method of imparting good money sense to children is having them start their own business.

You can teach your children that people will pay for services that they are too busy to do themselves. In addition to the obvious things like baby-sitting and yard work, these include window washing, and organizing kitchens and closets.

If your kids are to learn, they'll need help figuring out what they'll need, how much it will cost, and how to keep the books.

If your child is serious about starting a business, consider the Business Kit, a guide for entrepreneurial youngsters.

It offers 76 business ideas and includes information on the basics—including researching the competition, marketing, and writing a business plan.

Nasir Ashemimry, who designed the kit, says it's meant for 14-year-olds but is appropriate for kids ages 10 to 18. For more information on the kit, which sells for \$49.95, call 800/282-5437.

Business Ideas for Kids

Selling lemonade isn't the only option kids have to earn money. They can:

- pull weeds
- address envelopes
- make deliveries
- run errands
- walk or groom pets
- clean swimming pools, windows, shower stalls, basements and attics, barbecues, and rain gutters.

INTERNATIONAL

The World's Newest Democracy

Finally free from apartheid, South Africans begin the work of educating all of their children.

President Nelson Mandela. Those three implausible words bring so much hope to so many people—hope for peace and freedom, education and equality, democracy and prosperity in a new South Africa.

Among those full of hope for change are South Africa's 10 million children and their 350,000 teachers.

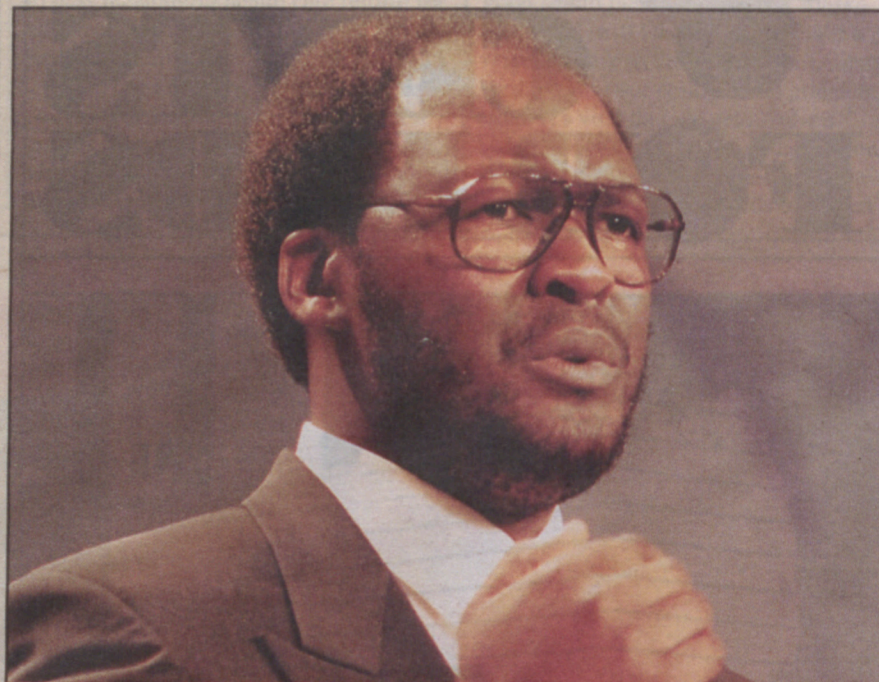
This past July, in the first international appearance by the South African Democratic Teachers Union since the end of apartheid, SADTU Deputy President Ndumiso Nkonka addressed NEA's Representative Assembly.

His message: The time for celebration ends as the hard work of building a democracy begins.

"Education is one of the top priorities of the new government," Nkonka told NEA's 9,000 delegates. "Even though we have emerged with a bright hope for the future, the harsh realities caused by years of apartheid remain."

"We still have schools for whites," he said. "There is a tremendous shortage of teachers, and class sizes for those who are teaching are very large." A math teacher himself, Nkonka said he teaches one class with 72 students.

"We are also faced with the challenge



"Education is one of the top priorities of the new government."

SADTU Deputy President Ndumiso Nkonka

of creating a new, dynamic curriculum," Nkonka said. "We have been left with a curriculum created during years of apartheid—aimed at oppressing and retrenching others."

Poor facilities, few supplies, low salaries and little respect for educators—these are just some of the problems Nkonka and his colleagues face as they try to "redress all the issues brought on

by an unequal system."

And yet symbols of change are everywhere.

First, "the President has made it clear," Nkonka said, "we will have free and compulsory education. In South Africa, the majority of Blacks were never enrolled in schools because the conditions in our country would not allow it."

Second, Nkonka continued, "we will

now legally have only one department of education." In the past, 19 education departments existed, divided along race, color, and ethnic lines.

And third, SADTU is at "center stage of the education movement." The union's former president and vice-president are top leaders in the new government's education department.

Nkonka expressed gratitude for the help he and his colleagues have received from NEA and its members over the years.

"With NEA's assistance, we have been successful in meeting our goal of freedom from apartheid," Nkonka said in his concluding remarks. "We must continue that struggle. Join with us in defending the gains we've made in South Africa. Assist us with any resources you can give as we make this journey."

And, Nkonka continued, join international solidarity efforts "that go beyond South Africa to wherever students and teachers are the victims of political action."

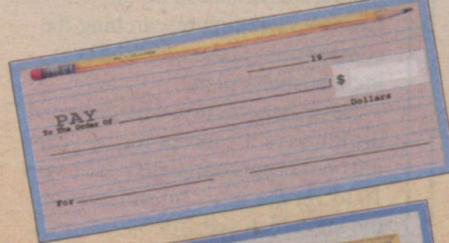
Help Rwandans

You've seen what's been going on in Rwanda: 500,000 dead, 2.5 million displaced, more than 2 million refugees suffering from disease and malnutrition in other neighboring countries.

If you'd like to help the relief effort for the Rwandan people, contact your state affiliate or NEA International Relations (1201 16th St. N.W., Washington, DC 20036) for a list of agencies that are accepting donations.

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1994 NEA REPRESENTATIVE ASSEMBLY

NEW ORLEANS HIGHLIGHTS

Health Care Reform Now, 'Schools for Profit' Never!

Top right: First Lady Hillary Rodham Clinton implored delegates to "give voice to the millions and millions of Americans" denied access to health care. Delegates recommitted NEA to the struggle for comprehensive health care reform, at both the national and state levels.

Joe Di Dio



NEA's annual Representative Assembly featured lively debate, timely words on health care reform from the First Lady, and a new resolve to battle attempts to privatize public education.

Carolyn Salisbury



Joe Di Dio

Above: NEA President Keith Geiger unveiled a new campaign to involve parents more fully in education. Geiger also blasted efforts to privatize public education. Delegates, for their part, voted to bolster NEA against corporate efforts to create tax-supported "schools for profit."

Above: The debate was provocative and to the point as delegates covered more than 100 new business items and policy resolutions, plus adopted a \$180 million budget for 1994-95. One significant action: delegates voted to extend the NEA-AFT unification talks begun last year for another year.

Hundreds of delegates—like Darlene Chavez from Tucson, Arizona (below)—lined up at dozens of microphones to influence the Association's agenda on issues ranging from vouchers to human rights.



Joe Di Dio

Above: This was Mary Black's first RA. Black, a sixth grade teacher from North Carolina, was one of 9,175 delegates. Delegates raised almost \$577,000 for NEA-PAC, NEA's political action arm.

Left: National Teacher of the Year Sandy McBrayer, a teacher of the homeless in San Diego, moved delegates to tears with a passionate address on every child's right to a quality public education. The full text of all major Representative Assembly speeches is available on NEA Online (keyword: NEA Making News).



Joe Di Dio



Joe Di Dio

Resolutions adopted by the Representative Assembly begin on page 34.

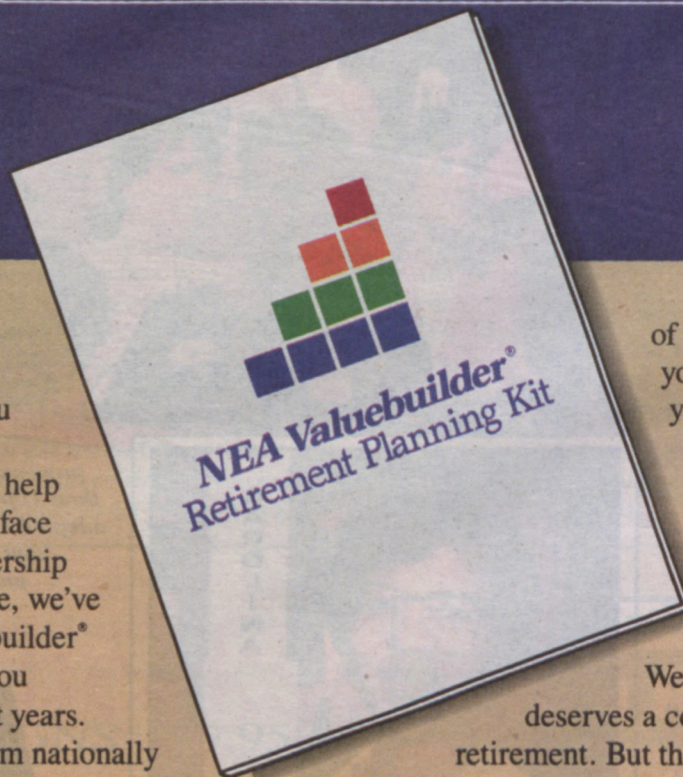
"Three-quarters of all Americans...will have less than half of what they'll need when they retire."

BARRON'S, JULY 12, 1993

Imagine living your retirement years on less than half the money you really need.

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Not available in Hawaii.



Innovation

How NEA members are changing the way schools work

Carl Wilmot hung up the phone and could barely contain his excitement.

"Yes," Al Klinger had told him. "I got the job."

Three months of interviewing and meetings and the superintendent granted Wilmot's wish: Klinger was going to be the next principal of Cedar Heights Elementary School in Lancaster, Ohio.

If you picture Wilmot as a high-ranking district official in a leather chair at the district building, think again.

Wilmot is a custodian and Association activist. At the time he spoke with Klinger, Wilmot was the chair of the Cedar Heights council, a group of 14 teachers, parents, and support staff who take on—and make—the big decisions from their school's library.

From selecting their principal to purchasing playground equipment to making changes in student assessment techniques—the Cedar Heights council does it all.

"We've been very satisfied with what we've done the past two years," says Wilmot, a member of the Lancaster School Support Association. "We feel especially good because of the skeptics—you want to just tell them, 'See, it works!'"

It was a 1990 leadership conference that prompted Lancaster Education Association leaders to begin local discussions on site-based decision making. It wasn't long before LEA succeeded in convincing district officials to give it a try.

In 1991, the district authorized two pilot programs at elementary schools. "The pilots' success generated a lot of enthusiasm at the other schools in the district," says Dianne Combs, LEA president.

Eventually LEA and the board agreed to implement site-based decision making in any school where 75 percent of the members of the bargaining unit voted in favor of it and had a willing principal.

Now all nine elementary schools and two junior highs in the district have site-based management teams. The district budgets \$130,000 a year for the program, money school councils decide how to spend.

Working together, the district and the LEA set up a support team to help schools make a



Mike Munden

Decisions, Decisions

Who makes them can make a big difference to school staff, parents, administrators, and—most important—students.

Lancaster, Ohio school custodian Carl Wilmot has helped to make many positive changes in the way his district's schools are run as a result of site-based decision making.

smooth transition to site-based decision making and to keep them from becoming isolated. The team includes the superintendent, an Ohio Education Association representative, parents, support staff, and teachers.

"There's a good working relationship between the team and the councils," says Combs. "The team tries to help the councils achieve their goals, often adding another dimension to the process by suggesting alternative routes or pilot programs."

Schools must get a waiver from the district to make decisions that might conflict with district policies, but so far, no waiver has been refused.

Cedar Heights opted for site-based decision making because they felt the central office couldn't make decisions that were best for every school. As Wilmot says, "We know what's best for one building isn't necessarily best for the whole school system."

One example: To better serve their students, the Cedar Heights council developed a new grading system for K-2 students. Instead of letter grades, kids would be "checked off" based only on whether they could perform certain skills.

"We wanted to find a way that kids wouldn't be labeled as failures and get turned off from school," says Patsy McCabe, a second grade teacher and the council chair-elect. "You don't give kids grades on how they walk—we felt that should apply to other developmental skills, too."

McCabe says parents and the district have been supportive of the change, which might go into effect this year as a pilot program.

Big changes have come outside of the classroom, too.

Money for new playground equipment had been dormant in a bank for years because of the convoluted procedure for using it.

But, with site-based decision making, Cedar Heights staff bypassed the red tape and, in less than a year, installed new equipment that met safety guidelines and that the kids

enjoy. "Basically, the entire project was ours," Wilmot notes.

Some decisions have repercussions for more than teachers and students. Everyone benefited when Cedar Heights staff decided to use parents as "duty officers"—people who monitor kids before school, during lunch, and after school. Parent duty officers free up time for school staff to concentrate on more important tasks.

Wilmot says site-based decision making also helps teachers and support staff appreciate each other.

"I've learned that teachers don't just work at school for nine months of the year and go home for the summer," he says. "And they've learned that custodians don't just sit around and wait for something to happen."

The key to their success, Wilmot says, is a committed staff, willing to listen to other members. "A lot of times, custodians are seen and not heard, but here, everyone—including the principal—consults me," he says.

"We all socialize together and work well together—you've got to have that for site-based decision making. You've got to have the confidence to express yourself, or it just won't work."

—Eric Gorman



Diane Combs, president of the Lancaster Education Association, says enthusiasm about the project spread quickly.

Joe Di Dio

RESOLUTIONS

The 1994-95 Resolutions

of the

National Education Association

The following resolutions were adopted by delegates to the 1994 NEA Representative Assembly.

FOREWORD

The Constitution of the National Education Association indicates that the goals of the Association shall be the ten goals stated in the Preamble. These goals are, therefore, regularly set forth in a statement of resolutions adopted by the Representative Assembly.

Resolutions are formal expressions of opinion, intent, belief, or position of the Association. They shall set forth general concepts in clear, concise language, shall be broad in nature, shall state the positions of the Association positively and without ambiguity, and shall be consistent with the goals of the Association as stated in the Preamble of the Constitution.

In addition to policy set by resolutions, the Assembly may adopt items of new business. Standing Rule 6.K states: "New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application."

A. SERVE AS THE NATIONAL VOICE FOR EDUCATION

A-1. Educational Opportunity for All

The National Education Association recognizes that education is a lifelong process and that the public schools serve a constituency that embraces all age groups. The Association believes that education should be suited to the needs of the individual, nonsegregated, unbiased, offered beyond the traditional school day and school year, required through the secondary school, offered at public expense, controlled by local and state boards of education, and guaranteed by the Constitution of the United States.

The Association believes that individuals, at their expense, should be free to choose, to supplement, or to substitute education in privately supported, nonsegregated, nonpublic schools. The Association also believes public and nonpublic schools should be accredited under uniform standards established by the appropriate agency in collaboration with NEA and its affiliates.

Beyond minimum standards, the accreditation process should provide sufficient flexibility to enable individual schools to respond to the needs of their students and community. The development of and periodic review of locally established programs should involve community members, parents, students, teachers, and educational support personnel.

The Association urges its affiliates to seek and support legislation that denies tax-exempt status to those institutions whose policies and/or practices prevent the integration of those institutions. (69, 91)

A-2. Understanding and Support of Public Education

The National Education Association recognizes its responsibility to promote understanding and support of public education and educators and to encourage wide community and parental participation in achieving and maintaining educational excellence.

The Association believes that the success of our nation depends upon high standards of educational excellence. The Association supports high standards for student behavior and achievement, excellence in teaching, a positive school environment, and high parental expectations for both their children and the schools. The Association also recognizes its responsibility to publicize adverse educational conditions and to support efforts to improve such conditions.

The Association further believes that American Education Week is an important and worthwhile observance during which positive attention should be focused on the contributions of education and educators. (69, 93)

A-3. Excellence in Education

The National Education Association believes that continued success of the United States as a participatory democracy and as a world leader is dependent upon a shared national, community, and individual commitment to excellence in education.

The Association also believes that mastery is a standard of excellence achieved when students demonstrate the ability to use what has been taught and have command of subjects sufficient for problem solving, decisionmaking, and further educational growth. To that end, the Association reaffirms its support of high standards for teaching and learning in which the student becomes an active participant in the mastery process.

The Association believes that sufficient resources and program alternatives should be provided to allow for the proper placement of each student so that social promotions can be prevented or minimized. (83, 86)

A-4. U.S. Department of Education

The National Education Association believes that the U.S. Department of Education must be a viable force for the maintenance and improvement of public education in the United States. The Association further believes that Association members must be fully involved in establishing goals and planning programs with the Department.

The Association further believes that internal and external attempts to dismantle and to erode the effectiveness of the Department of Education through the federal budgetary process are detrimental to the public interest. (80, 88)

A-5. Appointments by the President of the United States

The National Education Association believes that the need for quality education demands that criteria for presidential appointments in the field of education shall include a commitment to public education and significant contributions to the education community. Education employees should be included in such appointments. (70, 90)

A-6. Business Support for Public Education

The National Education Association believes that the business community should play a cooperative role with the Association in the support of public education. The Association supports and encourages members' active participation as equal partners in promoting, planning, implementing, and evaluating school-community-business partnerships.

The Association urges its affiliates to educate the business community about the current needs and concerns of public education, including the impact of commercial advertising on public perception of educators and the educational process. The Association further urges its affiliates to develop strong coalitions with the business community to advocate adequate and stable tax funding for public education. In addition, the Association welcomes supplementary activities such as cooperative programs, resource assistance, release of employees for parent-teacher conferences, and the donation of specialized equipment from the business community.

The Association urges its affiliates to engage in efforts to prevent the use of programs in the public schools that involve the marketing of and/or the promoting of products that exploit students. (84, 93)

A-7. School Boards

The National Education Association believes that school boards have a responsibility to promote public understanding of the importance of the public schools.

The Association also believes that the composition of school boards must be representative of the population within the school district, including minority groups; that board members must be elected by the voters in the school district; and that board members must be elected from representative districts.

Student participation in a school board's deliberative process should be encouraged; however, student input in the voting process should be advisory only. Wherever a school board includes student members, the Association believes that the student members should be excluded from participating in discussions, receiving information, and voting on issues dealing with school personnel and items contained in negotiated agreements.

The Association urges its affiliates to seek legislation that would make it mandatory for school board meetings to be held at times and places that would allow education employees and the community to be involved in educational decisionmaking and guarantee their right to participate. Such legislation should

also provide for open discussion that guarantees the local affiliate input prior to a vote on any agenda item. Further, such legislation should guarantee the local affiliate the right to place items on the agenda and the right to speak to any item on the agenda. (80, 93)

A-8. Public School Buildings

The National Education Association believes that closed public school buildings that have been deemed safe can be used effectively for public preschool, day care, job training, and adult education centers. The Association believes that closed public school buildings should be sold or leased only to those organizations that do not provide direct educational services to students and/or are not in direct competition with public schools. (82, 87)

A-9. Black Higher Education Institutions

The National Education Association recognizes that historically Black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. (80, 86)

A-10. School Accountability

The National Education Association supports holding school sites accountable where other parts of a comprehensive system—district, state, and national stakeholders—are also held accountable for providing the resources and other support personnel systems and materials necessary for schools to reach their goals. An effective and fair school accountability system must focus on the school as the unit for improvement and evaluation. Accountability is the means by which safeguards and processes are built into a system to ensure to those it serves that best practices are encouraged and supported.

The Association believes that the effectiveness of a school accountability system depends on its implementation and follow-up. Prior to implementation, school staff must receive thorough staff development. Exposure to school accountability systems should also be a part of preservice preparation.

The Association further believes that school accountability is implemented throughout the school community through a collaborative, interactive, and continuous process by which students and parents, educators, the public, and policymakers define and support the goals of the school.

A well designed school accountability system is one that—

- Promotes educational excellence
- Has a balanced focus combining school context, processes, and student performance to guide improvement efforts
- Is based on a wide array of authentic data, including an examination of the resources needed and those allocated
- Focuses on the school and its goals, not on the individual performance of the school staff or other stakeholders
- Is consistent with school employees' rights and responsibilities as set forth in collective bargaining laws and contracts, meet and confer understandings, and/or policies. (71, 94)

A-11. Federal Financial Support for Education

The National Education Association believes that the federal government has a legitimate and proper concern and responsibility for the quality of public education provided to its citizens that arise from the needs of our national social, economic, and political system. The Association asserts that a major federal role is to ensure equality of educational opportunity for all. A second role is to collect basic data to be used in public schools and to engage in research, development, and consultation activities that support quality state and local education programs. A third federal role is to grant supplemental aid to states that are not able to raise adequate funds to provide all students with a high-quality education and to provide funding to support state and local government efforts in pursuit of national interests in public education. Therefore, federal funding formulas should reflect the most current, accurate accounting of public school population, measurements of poverty, and the state's ability to raise adequate funds. The Association further believes that fund-

ing for federal programs should be substantially increased, not merely redistributed among states.

The Association will continually seek general federal support for the whole of public elementary, secondary, and postsecondary education. The federal monies must be expended solely and equitably for public education. The Association also condemns and deplores federal policies and programs that serve to undermine America's historical commitment to free public education. Therefore, it seeks support in accordance with the following principles:

- In assisting local school districts, the federal government must assume a full partnership role by providing significant levels of federal funding for elementary and secondary education through a program of general aid and categorical assistance.
- In recognition of its high priority, federal education funding must be clear and identifiable within the federal budget.
- Federally funded instructional programs should have maximum teacher involvement in their development at the federal level and must be implemented at the local level only after the involvement and approval of the recognized bargaining agent or local affiliate.
- Advisory committees for federally funded programs should reflect the ethnic makeup of local communities and maintain a gender balance to ensure accountability and equity. Parents, students, and educators should be included as members of these committees.

- The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.
- Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting the establishment of religion, and provide for judicial review as to its constitutionality.

- Categorical funding is essential and must be assured in areas such as special education, bilingual/English as a second language, and the economically/educationally disadvantaged.
- The Association supports federal funding for postsecondary education, including—

- Programs of institutional, scholar, and student support
- Grants to support vital research functions
- Student financial assistance to assure access and choice for all qualified students who wish to pursue all levels of postsecondary education, regardless of personal financial means
- Support of historically Black colleges and developing institutions.

The Association will oppose those provisions in federal legislation and/or current laws that include funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students in elementary and secondary education. (83, 94)

A-12. Public Education/National Defense

The National Education Association believes that maintenance of a strong system of public education is paramount to maintaining a strong U.S. national defense. The Association supports a policy of economic conversion to facilitate the orderly redirection of resources from military purposes to alternative civilian uses, including education. (85, 91)

A-13. Basic Financial Support of Public Education

The National Education Association believes that to achieve its commitment to equal educational opportunity for all and to ensure fair tax practices for all citizens, public education must be supported from public tax sources. Therefore, it seeks support in accordance with the following principles:

- An increasing portion of public funds should be for direct instruction of the student.
- The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.
- Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.
- Tax revision favorable to public education should be encouraged and continually reviewed at every governmental level.

* Figures in parentheses after each resolution represent the years when the resolution was first adopted and last amended. If only one year is shown, no revisions have been made since the resolution was first adopted.

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e. Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.

f. The state and local share of finance must be derived from a tax system that is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.

g. Programs, where appropriate, must make adequate provision for research and development and for promoting improvement in education practice.

h. School trust lands should be used productively for the maximum benefit of public school students. Such trust lands must be administered with the generation of funds for public education as a primary goal.

i. Funds must be provided for programs to alleviate race, gender, and sexual orientation discrimination and to eliminate portrayal of race, gender, and sexual orientation stereotypes in the public schools.

j. Public funds shall not be expended for any materials used to promote race, gender, or sexual orientation stereotypes and/or bias.

k. Public funds shall not be expended in institutions where either specific programs or the institution has been found guilty of discrimination.

l. Categorical funding is essential and must be assured in areas such as special education, bilingual/English as a second language, and the economically/educationally disadvantaged.

The Association and its affiliates oppose the use of public revenues for nonpublic pre-K through 12 schools. (77, 94)

A-14. Funding for Education Legislation

The National Education Association urges that funds be provided for the full implementation of legislation it supports to enhance public schools and the students they serve. (78, 85)

A-15. Funding of Higher Education

The National Education Association supports the maintenance and expansion of funding for higher education, including programs of institutional and scholar support, research grants, support for the historically Black and for developing institutions, and student financial assistance to assure access and choice for all qualified students—regardless of personal financial means—who wish to pursue higher education. The Association believes that student need, as well as enrollment, should be a criterion for funding postsecondary education. The Association further believes that need-based student financial assistance should be available through all higher education institutions as well as governmental agencies. (86, 89)

A-16. Higher Education Research and Study Grants

The National Education Association believes that both the governmental and private sectors should provide research and study grants to higher education faculties in all academic areas. Such grants should be awarded on the basis of merit without discrimination. The dissemination of grants should not be used to influence university decisions and policies.

The Association believes that the process of study and research grants provided should influence neither undergraduate nor graduate curriculums until such time as the research is completed and systematically integrated into the curriculums.

The Association further believes that academic freedom applies to research and the dissemination of research results. (85)

A-17. Federal Impact Aid

The National Education Association supports funding to maintain quality education for students in school districts impacted by federal policies, lands, activities, and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association urges a permanent solution to the financial problems of severely impacted school districts, ensuring federal support at least to the degree that their local revenues are impaired or their costs increased.

The Association also endorses the concept of a national payments-in-lieu-of-taxes program. This endorsement does not affect the Association's continued support of current impact aid programs. The establishment of any payments-in-lieu program shall not adversely affect any locality currently receiving impact aid. (70, 94)

A-18. Education of Refugee Children and Children of Undocumented Immigrants

The National Education Association is concerned that inadequate funding is jeopardizing quality education in school districts impacted by refugee children and children of undocumented immigrants. The Association believes that the determination of citizenship status is the responsibility of the Immigration and Naturalization Service.

The Association urges that such impacted school districts receive federal and state assistance to provide educational facilities, personnel, special programs, and instructional materials.

The Association further believes that an environment free from harassment for these children should be assured. (80, 94)

A-19. Extracurricular Funding

The National Education Association believes that every student must have an opportunity to participate in school-sanctioned and funded extracurricular programs.

The Association urges that equitable funds for transportation, facilities, equipment, and remuneration of staff be provided for all school-sanctioned extracurricular activities. (75, 86)

A-20. Educational/Economic Stability of States

The National Education Association believes that the educational well-being of the country depends upon the economic health of each of the regions, states, and localities.

The Association supports efforts to alleviate the effects of unemployment and supports retraining and appropriate job-creation legislation.

The Association supports efforts to correct policies that contribute to the particular economic difficulties of individual regions, states, and localities. (81, 93)

A-21. Tax Reform

The National Education Association supports tax reform and encourages forums and conferences that will plan and propose reforms at the local, state, and national levels. The Association believes that tax reform must be completed promptly and rationally. Tax reform should—

a. Increase tax fairness and raise revenue necessary to finance quality public education and other public services

b. Prevent excessive reliance on property tax or any other single tax

c. Reflect the findings of comprehensive studies of the total individual and corporate tax burden

d. Assure a tax burden distribution that reflects the ability to pay and that safeguards family subsistence

e. Assure that statewide uniformity in property tax effort be required

f. Provide for increased local and state funding of public education

g. Not be used to place arbitrary maximum limits on any state or local government's ability to spend or tax, particularly since such limits have a negative impact on the full funding of schools

h. Eliminate tax laws and rulings that are harmful to education employees and educational needs. (78, 93)

A-22. Financial Crisis

The National Education Association believes that free public education is in a financial crisis. The Association seeks to maintain and expand educational programs for students by seeking public and legislative financial support. The Association believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.

The Association opposes the establishment of ad hoc classrooms in the event of school closures. (75, 94)

A-23. Public Education

The National Education Association believes that the priceless heritage of free public educational opportunities for every American must be preserved and strengthened. Members of the Association are encouraged to show their support of public education by sending their children to public schools.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in the development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to—

a. Achieve functional proficiency in English, with emphasis on the development of those basic reading, writing, speaking, and listening skills essential for success in other disciplines and everyday life

b. Compute effectively enough to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being

c. Use critical thinking, creative thinking, and problem-solving skills

d. Exercise attitudes of good citizenship, societal productivity, and global awareness

e. Care for the environment

f. Appreciate the aesthetic and moral qualities of life

g. Formulate values for their lives that will lead to continual growth and self-fulfillment

h. Recognize and appreciate the cultural, social, political, and religious differences found throughout the nation and the world

i. Use leisure time effectively and develop sound physical health habits

j. Develop skills in the practical/vocational and fine arts.

The Association urges its state and local affiliates to intensify efforts to maintain and strengthen through the use of licensed teachers comprehensive programs of education that aspire to these goals. (69, 92)

A-24. Educational Bureaucracy

The National Education Association is committed to improving direct student instruction. The Association believes that the expanding educational bureaucracy severely limits optimal classroom instruction. The Association urges its affiliates to work toward a teacher-controlled educational system and thereby reduce this bureaucracy. (77, 86)

A-25. Improving Neglected Schools

The National Education Association believes that many schools are in a state of crisis as evidenced by decay, neglect, and continuing deterioration. Such schools must be provided with the necessary financial resources to increase staff and to provide improved instructional materials and adequate physical facilities.

The Association further believes that the community, parents, students, teachers, and educational support personnel must be effectively involved in designing programs to implement positive change. (69, 86)

A-26. Charter and Nontraditional Public School Options

The National Education Association supports innovation in public education. The Association believes that when concepts such as charter schools and other nontraditional school options are proposed, all school employees must be directly involved in the design, implementation, and governance of these programs.

The Association further believes that plans should not negatively impact the regular public school program and must include adequate safeguards covering contract and employment provisions for all employees, voluntary participation, health and safety standards for all students and employees, nondiscrimination and equal educational opportunity, staffing by licensed professional staff, and financial responsibility. Programs must be adequately funded, must include start-up monies, must not divert current funds from the regular public school programs, and must contain appropriate procedures for regular periodic assessment and evaluation. (93)

A-27. Deleterious Programs

The National Education Association believes that the following programs and practices are detrimental to public education and must be eliminated: performance contracting, tax credits for tuition to private and parochial schools, voucher plans (or funding formulas that have the same effect as vouchers), planned program budgeting systems (PPBS), and evaluations by private, profit-making groups.

The Association believes that proposals that would allow or foster the flow of public monies to private, parochial or sectarian schools; the resegregation of the schools; a selectivity in admissions; the employment of unlicensed or uncertified educators; and a weakening of collective bargaining protections would also be detrimental to the health and well-being of the public schools and should be defeated.

The Association also believes that tax credit programs, management-by-objective systems, block grants, and revenue sharing programs have at times been implemented in ways that are harmful to public education. The Association therefore calls for a monitoring of such programs and a concerted effort by the Association and its affiliates to prevent such abuses. (74, 93)

A-28. Federally or State-Mandated Choice/Parental Option Plans

The National Education Association believes that federally or state-mandated parental option or choice plans compromise the Association's commitment to free, equitable, universal, and quality public education for every student. Therefore, the Association opposes such federally or state-mandated choice or parental option plans.

The Association believes that local districts, in partnership with state and federal governments, must provide a quality education for every student by securing sufficient funding to maintain and to enhance excellence in each local public school district.

The Association continues to support alternative programs for specific purposes in the public schools. (89)

A-29. Tuition Tax Credits

The National Education Association believes that tuition tax credits—under which pre-K through 12 private school education is subsidized by federal or state tax monies—could lead to racial, economic, and social isolation of children and undermine our commitment to the public school system.

Therefore, the Association believes that all federal and state legislation designed to establish or implement plans for prekindergarten through grade 12 tuition tax credits is detrimental to the public interest and urges its affiliates to work for the defeat of such legislation. (84, 89)

A-30. Voucher Plans

The National Education Association believes that voucher plans or funding formulas that have the same effect as vouchers—under which education is financed by federal, state, or local grants to parents, schools, or school systems—could lead to racial, economic, and social isolation of students and weaken or destroy the public school system.

The Association believes that legislation or ballot initiatives/referenda designed to establish or implement prekindergarten through grade 12 voucher plans are detrimental to the public interest and calls upon its affiliates to work for the defeat of such actions. (70, 94)

A-31. Media Utilization

The National Education Association believes that the broadcasting industry must serve the public interest and educational process. The Association encourages the creative and innovative use of radio, television, videotapes, and audiotape recording devices for improving instruction. It is essential that teachers or their designees have the right to record programs off the air and play them back on a delayed basis sufficient to meet the needs of effective teaching.

The Association further believes that the Public Broadcasting service (PBS television), National Public Radio (NPR), and expanding cable television (CATV) should provide communication services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems for public school access and other public purposes.

The Association urges its affiliates to become involved in the program development and utilization of each of these media resources. The Association further urges the continuation of local, state, and federal financial support for public broadcasting. (81, 93)

A-32. Community Education

The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of community education programs in their states. (77, 86)

A-33. Rural Education

The National Education Association supports a strong rural educational system and the preservation of the community infrastructure in rural America.

The Association believes that rural areas contain a range of conditions that make them unique and urges development of programs that recognize and deal with rural areas. The Association recognizes that equal per pupil funding may not provide equal education. The Association further urges its affiliates to support equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location and/or density of population.

The Association advocates that fair and equitable consideration be given to rural needs when federal education programs are proposed and/or funded.

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel that will reflect the special needs and problems of rural schools.

The Association recognizes that consolidation of rural school attendance areas is not necessarily the answer to rural educational problems. (76, 91)

A-34. Urban Development

The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning land use, zoning, urban development, economic growth, plant closings, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools. (74, 88)

A-35. U.S. Federal Schools

The National Education Association believes that all federal schools, except those under the control of the Bureau of Indian Affairs, should come under the auspices of the U.S. Department of Education.

The Association further believes that all dependents of U.S. government employees overseas and in Section VI schools should be afforded the opportunity to attend such schools. (80, 94)

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B-1. Early Childhood Education

The National Education Association supports early childhood education programs in the public schools for children from birth through age eight. The Association believes that such programs should be held in facilities that are appropriate to the developmental needs of these children. The Association further believes that early childhood education programs should include a full continuum of services for parents and children, including child care, child development, developmentally appropriate and diversity-based curricula, special education, and appropriate bias-free screening devices. Early childhood education programs also must be sensitive to and meet the health and nutritional needs of children.

The Association believes that early childhood education programs should maintain small group size with appropriate staff/child ratios for each age. These programs must be staffed by the appropriate ratio of teachers, administrators, and support staff who are prepared in early childhood education and child development. Males should be encouraged and recruited to enter and be actively involved in early childhood education. Preparation programs for staff should lead to credentials consistent with the educational standards in each state.

The Association recognizes the importance of parental involvement in a child's development. The Association further supports the provision of training programs that prepare parents to take an active role in the child's education.

The Association believes that federal legislation should be enacted to assist in organizing the implementation of fully funded early childhood education programs offered through the public schools. These programs should be available to all children on an equal basis and should include mandatory kindergarten with compulsory attendance.

The Association supports regulations requiring children starting kindergarten have reached age five at the beginning of a kindergarten program.

The Association advocates the establishment of fully funded early childhood special education programs. These programs and necessary services should be readily accessible for children with disabilities and staffed by certified/licensed teachers, qualified support staff, and therapists. (75, 94)

B-2. Middle School and Junior High Programs

The National Education Association recognizes the academic, personal, and special needs of the early adolescent or middle school learner.

The Association encourages development of a curriculum that establishes realistic academic challenges that foster positive self-esteem.

The Association further encourages the development of guidance and counseling programs that stimulate parental and community involvement, promote health services, and promote preservice and professional development programs for educators. (76, 93)

B-3. High School Diploma/Equivalency

The National Education Association supports the concept of a high school education for all and believes that every student should earn a high school diploma or its equivalent.

The Association also believes in the value of academic preparation, school attendance, and social interaction for meeting the requirements of high school graduation. The Association is concerned about the misuse of high school equivalency testing and its negative impact on secondary education.

The Association recognizes, however, that in some instances the use of high school equivalency tests is acceptable when the best interests of the students are served.

The Association further believes that any state or district plan to use equivalency testing as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon achievement record, ability, and age and should be developmentally appropriate for the student. (76, 94)

B-4. Higher Education

The National Education Association supports higher education as an essential part of the education process. The Association believes that postsecondary education serves an invaluable function for intellectual development, for research and scholarship, for career preparation, and for preparation for life.

The Association supports access to postsecondary programs for all qualified students without regard to age, gender, sexual orientation, race, military registration status, or ability to pay. The Association further supports fully funded, guaranteed student loan and grant programs, including fully funded health care insurance. Guaranteed loans should be made available for all students. Criteria for grants should include the total financial situation of the family, other family members currently enrolled in institutions of higher education, and parents' ability to contribute financially.

The Association believes that clear admission and graduation standards, careful student counseling, tutorial and other

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support services, the right to complete coursework during or after the quarter/semester missed due to documented extended illness, active participation of students in their own learning, and a thoughtfully articulated curriculum can significantly help increase the number of students successfully completing their degrees.

The Association further believes that all courses must be offered with sufficient frequency and with a sufficient number of sections to enable students to graduate within the time prescribed for each program. (80, 93)

B-5. Class Size

The National Education Association believes that excellence in the classroom can best be attained by small class size, particularly in grades pre-K through 12, which allows for the optimum development of a student's potential. Class size and daily student-teacher contacts must allow for individual attention to each pupil. The Association further believes that excessive class size hinders the teaching and learning process and is a major contributing factor to the disruptive behaviors of students.

The Association urges its affiliates to seek an optimum class size of 15 students in regular programs and a proportionately lower number in programs for students with exceptional needs.

The Association believes that class size maximums must be established, with Association involvement, based on the type of students, subject area content, physical facilities, and other criteria. The Association further believes that local and state affiliates should seek the implementation of a weighted class size formula to reflect the inclusion of exceptional students.

The Association urges its affiliates to encourage state departments of education to collect and report class size data that reflect the class size experienced by most students.

The Association believes that local and state funding agencies should reduce class size during periods of declining enrollment.

The Association urges local and state affiliates to resist efforts to circumvent laws, regulations, and policies that mandate maximum class size and maximum teaching loads. (82, 93)

B-6. Racism in Education

The National Education Association believes that racism is incompatible with quality education. The Association further believes that racism and racial discrimination must be eliminated. The Association endorses the use of nonracist language, resources, practices, and activities in all schools.

The Association also recognizes the importance of raising the awareness and increasing the sensitivity of staff, students, parents, and the community to our culturally diverse society. Therefore, the Association supports effective ongoing training programs for the purpose of recognizing and eliminating racism in the educational setting. The Association endorses positive action plans that establish procedures and timetables for eliminating racism in the curriculum. Such programs should include but not be limited to—

- Sensitivity to the needs of our culturally diverse population
- Accurate portrayal of the roles and contributions of American Indian/Alaska Natives, Asian and Pacific Islanders, Blacks, and Hispanics in American history courses/textbooks
- Elimination of institutional racism
- Elimination of racist jokes in the classroom
- Elimination of sexual references based on race. (92, 93)

B-7. Sexism in Education

The National Education Association recognizes that many instructional materials portray females and males in sex-stereotyped roles. The Association urges educators to use instructional materials that portray various careers and personal roles as acceptable and attainable for all individuals.

The Association endorses the use of nonsexist language by all schools. The Association further believes that sexism and sex discrimination must be eliminated from the curriculum and effective training of education employees is necessary for this purpose. The Association endorses positive action plans that establish procedures and timetables for eliminating sexism in the curriculum.

The Association believes that educational materials and processes should accurately portray the contributions of women both in the past and in the present.

The Association supports the celebration of Women's History Month as a means of acknowledging the contribution of women to the history and development of world progress. (75, 93)

B-8. Sexual Orientation Education

The National Education Association recognizes the importance of raising the awareness and increasing the sensitivity of staff, students, parents, and the community to sexual orientation in our society. Therefore, the Association supports the development of positive plans that lead to effective ongoing training programs for education employees for the purpose of identifying and eliminating sexual orientation stereotyping in the educational setting. Such programs should attend to but not be limited to—

- Accurate portrayal of the roles and contributions of gay, lesbian, and bisexual people throughout history, with acknowledgment of their sexual orientation
- The acceptance of different sexual orientation and the awareness of sexual stereotyping whenever sexuality and/or tolerance of diversity is taught
- Elimination of sexual orientation name-calling and jokes in the classroom. (94)

B-9. American Indian/Alaska Native Education

The National Education Association recognizes that the complex and diverse needs of American Indian/Alaska Native children require the direct involvement of parents, Native educators, tribal leaders, and other Native groups in developing programs that preserve the rich heritage of their cultures.

The Association believes that adequate federal funding for American Indian/Alaska Native education must be provided to effect necessary improvements. The Association supports the movement toward self-determination by American Indians/Alaska Natives—provided that such programs are voluntary. Any ter-

mination of federal support as either a direct or an indirect result of efforts to extend self-determination is opposed.

The Association supports programs that provide for—

- Legislation that assures the involvement and control of the education of American Indians/Alaska Natives by their parents, communities, and educators
- Opportunities for higher education for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs
- Involvement of American Indians/Alaska Natives in lobbying efforts for federal programs
- Retention and enforcement of legislation that protects, serves, and maintains the integrity of American Indian/Alaska Native families and their tribal cultures so that, if a child has to be removed from his or her home, placement should be determined by the child's tribe
- Recognition of American Indian/Alaska Native educators as role models
- Involvement of American Indians/Alaska Natives in teacher training programs dealing with cultural pluralism and Native values
- American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions
- English proficiency programs that are designed to meet the language needs of American Indian/Alaska Native students
- Instruction in treaty rights and traditional hunting, fishing, and gathering practices by American Indians/Alaska Natives
- Assistance to local and state associations in meeting the educational needs of American Indian/Alaska Native students
- The celebration of National American Indian/Alaska Native Heritage Month
- Participation by American Indians/Alaska Natives in NEA conferences and leadership training programs
- Coordination with American Indian/Alaska Native organizations and concerned agencies that promote the values, heritage, language, culture, and history of the American Indian/Alaska Native people
- Control of Native lands by American Indians/Alaska Natives. (76, 93)

B-10. Hispanic Education

The National Education Association recognizes that the complex and diverse needs of Hispanic children require the direct involvement of Hispanic educators, parents, and community leaders in developing programs that meet the cultural, language, and learning characteristics of these children.

The Association supports efforts that provide for—

- Federal and state programs establishing appropriate educational opportunities for Hispanic students
- Federal and state grants and scholarships for higher education that will facilitate the recruitment, entry, and retention of Hispanics
- Recognition of Hispanic educators as role models
- Hiring and promotion of Hispanic educators in positions at all levels of the education profession
- The recruitment, training, and employment of bilingual teachers, counselors, and other professional and support staff to meet the needs of Hispanic students
- English proficiency programs that are designed to meet the language needs of Hispanic students
- Dissemination of information and programs that include the values, heritage, language, culture, and history of Hispanics
- Celebration of National Hispanic Heritage Month as a means of acknowledging the contributions of Hispanics to the history and development of the United States, its territories, and the Commonwealth of Puerto Rico.

The responsibility for developing and implementing programs for Hispanic children should be realized by state and local agencies, regardless of the availability of federal funds. (72, 93)

B-11. Asian and Pacific Islander Education

The National Education Association recognizes that the complex and diverse needs of Asian and Pacific Islander children require the development of programs that preserve the rich heritage of their cultures. The Association further recognizes the importance of Asian and Pacific Islander educators as role models.

The Association believes that adequate federal funding must be provided for the—

- Preservice and continuing education of teachers
 - Development of curriculum and instructional materials and programs, including English proficiency programs that are designed to meet the language needs of Asian and Pacific Islander students
 - Education of Asian and Pacific Islander adult refugees
 - Dissemination of programs and information
- The Association supports the celebration of Asian/Pacific Heritage Month and encourages opportunities to preserve, promote, and perpetuate Asian and Pacific Islander heritage and culture. (79, 93)

B-12. Black American Education

The National Education Association recognizes that the complex and diverse needs of Black American children require the direct involvement of Black American educators, parents, community leaders, and groups to assure the development of adequate and equal educational programs.

The Association supports efforts that provide for—

- Passage of state and national legislation to promote the preservation of Black heritage and culture
- State and federal funding of scholarships to facilitate the entry of Black students into the teaching profession
- Recognition of Black educators as role models
- Recruitment, hiring, and promotion of Black educators, especially Black males, in positions at all levels of the education profession
- Involvement of Black educators in developing educational materials used in classroom instruction
- English proficiency programs in the regular instructional process for those Black students experiencing difficulty with standard English
- Programs that address the alarming dropout rate among Black male students and the disproportionate teen pregnancy

rate among Black female students and encourage continued education, thereby increasing their participation in the work force

h. Development of athletic programs that promote educational excellence, not just athletic power

i. Opposition to the resegregation of the public schools through special classes

j. Dissemination of information and programs that include the values, heritage, language, culture, and history of the Black American

k. Celebration of Black History Month as a means of acknowledging the contribution of Black Americans to the history and development of these United States. (81, 94)

B-13. Discriminatory Academic Tracking

The National Education Association believes that the use of discriminatory academic tracking based on socioeconomic status, race, or gender must be eliminated in all public school settings. The Association urges its affiliates to oppose these practices. (88, 93)

B-14. Equal Opportunities Through Mathematics and Science Education

The National Education Association believes that mathematics and science education are means of helping women and minorities enjoy equal opportunities and equitable treatment for full employment and full participation in our society.

The Association supports the development and maintenance of gender-free and culturally unbiased mathematics and science programs that meet the needs of women and ethnic groups.

The Association further encourages the recruitment of females and minorities to enroll in mathematics and science courses, to participate actively in those courses, and to become professionals in those fields. (92, 94)

B-15. Left-Handed Students

The National Education Association believes in meeting the needs of all students in the public schools, including left-handed students. Toward this end, the Association and its affiliates urge appropriate governing agencies to provide desks, scissors, and all other materials and instruments necessary for left-handed students to achieve on an equal basis with right-handed students.

The Association strongly recommends preservice preparation and staff development for education employees that present strategies for handwriting instruction of left-handed students. Such training should also address sensitizing instructional staff to the needs and problems of left-handed students in a right-handed classroom. (79, 94)

B-16. Education of Migrants

The National Education Association is concerned with the plight of migrant workers, particularly with the education of migrant students who are denied educational opportunities that address their diverse and unique educational needs.

The Association advocates the implementation of bilingual/bicultural and remedial instructional programs that address the individual instructional needs of migrant students in the United States, regardless of the availability of federal and state funds to support such programs. (75, 93)

B-17. Equity for Incarcerated Persons

The National Education Association believes that incarcerated persons, regardless of gender, are entitled to equal access to educational, recreational, and rehabilitative programs within all correctional systems. (90)

B-18. Alternative Programs for At-Risk and/or Special Needs Students

The National Education Association recognizes that there must be increased development and maintenance of alternative programs to meet the needs of at-risk and/or special needs students pre-kindergarten through adult. The Association recommends early and appropriate identification and placement of these students. Administrators, regular education teachers, special education teachers, and educational support staff should receive necessary training in diagnostic processes and alternative methods of teaching and learning.

Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, needs, and learning styles. These programs must be evaluated on stated objectives. Teachers in these programs must have a major role in designing the objectives and evaluations and working with appropriate school and community personnel to execute these objectives and evaluations.

The Association urges its affiliates to seek adequate compensation, planning time, materials, and facilities for teachers and counselors in these programs.

The Association supports the efforts of its affiliates to negotiate and legislate for the training of teachers seeking additional certification and hiring of an increased number of teachers with education in special areas.

The Association encourages its state affiliates to seek legislation that would require any person offering services to remediate, correct, or ameliorate reading, speech, language, learning disabilities, or related problems to be licensed under regulations of each state's department of public instruction or other appropriate agency. (77, 94)

B-19. Gifted, Talented, and Creative Students

The National Education Association believes there must be increased development of fully funded educational programs for gifted, talented, and creative students.

The Association further believes that educators need training in selecting reliable methods of identifying and teaching these students. Such identification shall not discriminate on any basis other than the exceptionality being identified. The Association also believes that training programs in gifted and talented education must be provided for all appropriate school employees to ensure support for such programs.

The Association urges local and state affiliates to encourage the development and implementation of such programs and methods to ensure that these special need areas are met. (80, 94)

B-20. Educational Programs for Limited English Proficiency Students

The National Education Association believes that limited English proficiency (LEP) students must have available to them programs that address their unique needs and that are committed to providing equal opportunity to all students, regardless of their primary language.

The Association urges that the programs for LEP students emphasize proficiency (the ability to speak, read, write, and reason in English) as a primary goal to enable these students to reach their full potential in an English-speaking society. At the same time, meaningful instruction should be provided in all other curriculum areas.

The Association urges that those students whose primary language is other than English be placed in bilingual education programs to receive instruction in their native language from qualified teachers until such time as English proficiency is achieved. If no bilingual programs are available, these students should be taught in English-as-a-second-language (ESL) programs designed to meet their specific needs. Under no circumstances should students with limited English proficiency be enrolled in special education classes solely because of linguistic differences.

The Association believes bilingual education programs should be promoted and supported at the federal, state, and local levels. Further, the Association advocates full funding of all instructional materials, resources, and programs for students with limited English proficiency, as well as the training of education personnel to work with these students. The school district or other appropriate agency should provide released time for the training of teachers who instruct limited English proficient students.

Educators, through a bargaining or other bilateral decision-making process, must be fully involved in the development and implementation of programs serving these students, including the assignment of teachers and the terms and conditions of their employment. Teachers should be compensated at the teacher's hourly rate of pay for any additional time spent in training. They should also be reimbursed for the cost of tuition, textbooks, and travel incurred in such training.

The Association values bilingual and multilingual competence and supports programs that assist individuals in attaining and maintaining proficiency in their native language before and after they acquire proficiency in English. (81, 90)

B-21. Education for All Students with Disabilities

The National Education Association supports a free, appropriate public education for all students with disabilities in a least restrictive environment, which is determined by maximum teacher and parent involvement. There must be a full continuum of placement options and services/delivery models available to students with disabilities. However, to implement federal special education legislation effectively, the Association recognizes that—

a. The educational environment, using appropriate instructional materials, support services, and pupil personnel services, must match the learning needs of both students with and students without disabilities.

b. Student placement must be based on individual needs rather than on space availability or funding, must be examined on a regular basis to ensure appropriateness, and should not be made disproportionately by ethnicity or gender. Necessary building/staff modifications must be provided to facilitate such placement.

c. Regular and special education classroom teachers must have a major role in determining an individual education program (IEP) and the appropriateness of educational methods, materials, professional development, and supportive services and must receive a copy of the IEP.

d. Regular and special education teachers, pupil personnel staff, administrators, educational support personnel, and parents must share in planning and implementing the IEP. Prior to implementation, all necessary educational materials, professional development and supportive services must be provided.

e. Students with physical disabilities and/or medical needs requiring nursing procedures must have their medical needs met by certified/professional school nurses.

f. All impacted staff members must have an appeal procedure regarding the implementation of the IEP, especially in terms of student placement. The procedure must include the right to have the dissenting opinion recorded and attached to the IEP.

g. Suspension and expulsion policies and practices used by local education agencies must be applied consistently to both students with and students without disabilities where misconduct is shown to be unrelated to either the disabling condition or to improper placement.

h. A plan recognizing individual differences must be used in a systematic evaluation and reporting of program development.

i. Limitations must be made in class size, using methods such as weighted formulas, modified scheduling, and/or curriculum design to accommodate the demands of each IEP.

j. Classroom teachers who serve students with disabilities must have scheduled access to resource personnel.

k. The student's IEP should not be used as criteria for the evaluation of education employees.

l. Communications must be maintained among all involved parties.

m. Staff must not be reduced.

n. All staff must be adequately prepared for their roles through appropriate licensing and ongoing professional development programs.

o. Incentives for participation in professional development activities should, as mandated by law, be made available for education employees.

p. Education employees, as mandated by law, must be appointed to local and state advisory bodies on special education.

q. Education employees must be allowed to take part in the U.S. Office of Special Education and Rehabilitative Services on-site visits to states. Education employees should be invited to these meetings.

r. Local associations and education employees must be recruited, trained, and involved in monitoring school system compliance with federal special education legislation.

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s. Adequate released time or funded additional time must be made available so that teachers can carry out the increased demands placed upon them by federal special education legislation.

t. Collective bargaining and other means should be used to minimize the potentially severe impact on staff that results from the implementation of special education legislation.

u. Additional benefits negotiated for students with disabilities through local collective bargaining agreements must be honored.

v. Full funding must be provided by local, state, and federal governments. (78, 93)

B-22. Adolescent Pregnancy and Parenting

The National Education Association believes that with the increased number of adolescent pregnancies and adolescent parents, special efforts must be made by school districts to meet the needs of these students to live productive lives in our society.

The Association recommends that special adolescent programs be implemented to include—

a. Development of positive self-esteem and self-concepts
b. Flexible scheduling and attendance policies to assist pregnant adolescents and adolescent parents in completing their education

c. Adequate guidance in continuing education and productive employment

d. Promotion of sound health principles regarding nutrition, substance abuse, exercise, family planning, and parenting skills
e. Establishment of on-site child care services.

The Association further believes that adolescent parents should not be discriminated against or denied equal educational opportunities. (87, 93)

B-23. Homebound Instruction

The National Education Association believes that the diverse educational needs of all students must be met. Homebound students must have programs developed and maintained by state or local education entities. These programs must be implemented, documented, and monitored by licensed education professionals. The curriculum must be approved by the state education agency and be comparable to the classroom instruction. Such approved courses must be transferable as graduation requirements for the participants. (88)

B-24. Correspondence Programs

The National Education Association believes that state and local school correspondence programs that are funded by state or local school districts must be implemented by licensed educators. These alternative programs must use a curriculum approved by the state education agency. A student's progress must be documented and monitored by a licensed educator. Such approved courses must be transferable as graduation requirements for the participant. (88, 93)

B-25. Youth and Adult Training Programs

The National Education Association believes that the public schools should be involved as an equal partner with government, labor, business, agriculture, and community-based groups in youth and adult employment and training programs. The Association further believes that these programs should supplement, and not supplant, the vocational programs provided in the public schools.

The Association further believes that the use of funds for and duration of these programs should be flexible in order to accommodate the differing learning needs of students. The amount of funding should be predictable in order to facilitate year-to-year planning. These programs should provide opportunities for women, persons with disabilities, and ethnic minorities in non-traditional occupations. (80, 91)

B-26. Education Through Community Service Learning

The National Education Association believes that the value of lifelong volunteer community service should be encouraged as an integral part of a student's education. Every student should have an equal opportunity to participate voluntarily in community service programs. Participation in community service programs should not be required for high school graduation but could be used for elective credit.

Education employees who supervise students involved in community service programs should be given appropriate compensation, planning time, program support, recognition, and time to evaluate the service and learning goals.

The Association urges its affiliates to encourage school districts to work with communities to provide students with voluntary program opportunities for community service learning. (90, 93)

B-27. Multicultural/Global Education

The National Education Association believes that multicultural/global education is a way of helping students perceive the cultural diversity of U.S. citizenry so that they may develop pride in their own cultural legacy, awaken to the ideals embodied in the cultures of their neighbors, and develop an appreciation of the common humanity shared by all peoples of the earth.

Multicultural/global education develops an awareness of cultures and an appreciation of our interdependency in sharing the world's limited resources to meet mutual human needs through the mastery of communication skills (including foreign languages) and cooperation among the diverse groups in our nation and world.

The Association believes that curriculum and instruction about regional and/or international conflicts should present a balanced view, include historical context, and show sensitivity to the feelings of students with various backgrounds.

The Association further believes the goal of multicultural/global education is the recognition of individual and group differences and similarities in developing self-esteem as well as respect for others.

The Association urges its affiliates to develop comprehensive educator training programs for multicultural/global education and to work to secure legislation that would provide adequate funding for effective implementation of such programs. (81, 93)

B-28. Linguistic Skills

The National Education Association believes in the expansion of the linguistic skills for students in the public schools. Students must be offered the opportunity to learn other languages early enough in their educational experience to enhance their understanding of English and be able to develop proficiency to participate fully in a global society and economy. (91, 93)

B-29. Foreign Language Education

The National Education Association believes that foreign language instruction is an important part of the total educational process and an integral part of international studies.

The Association supports the maintenance of current programs and the further encouragement and development of foreign language instruction and international studies at all educational levels.

The Association recognizes the need for teacher training programs for foreign language teachers and supports teacher and student exchange programs. (81, 85)

B-30. Career Education

The National Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in gender-free career awareness and exploration to aid students in career course selection.

The Association believes that educational programs for all students should be developed that will enhance self-esteem, will assure equal opportunity for career development, and will offer exploratory experiences in a variety of careers, including small business management and self-employment. The Association and its affiliates should be encouraged to provide professional development experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs. (76, 92)

B-31. Vocational Education

The National Education Association believes that preparation of students for vocations and productive jobs should be a responsibility of secondary and higher education. Educational programs that assure equal opportunity for occupational development and encourage students to consider nontraditional vocations should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education and advocates that every student have the opportunity to enroll in such classes without restrictions. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be coordinated with traditionally academic courses and industrial and practical arts education courses. (76, 91)

B-32. Fine Arts Education

The National Education Association believes that artistic expression is basic to an individual's intellectual, aesthetic, and emotional development. The Association further believes that fine arts transcend cultural barriers and foster multicultural understanding. The Association therefore believes that every elementary and secondary school curriculum must include a balanced, comprehensive, and sequential program of fine arts instruction taught in a facility (or room) designed for that purpose by educators licensed in those fields.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of an academic fine arts program in the curriculum. (80, 91)

B-33. Physical Education

The National Education Association believes that physical activity and exercise are essential for good health and must be encouraged during the developmental years of students. The Association further believes that a comprehensive program of physical education should be provided daily in grades pre-K through 12 in or on facilities designed for that purpose.

The Association believes that the following concepts should be included—

a. Curriculum emphasis should cover physical fitness; skills of sports, games, dance and basic movement; and related concepts and knowledge

b. Student assessments should include physical fitness testing at least twice a year as a culmination of preparatory activities

c. Every student should have posture checks and other health screenings with follow-up activities provided

d. Programs should include appropriate provisions for the special needs of students with low fitness, physical disabilities, or learning disabilities

e. Teachers of physical education should have appropriate professional preparation in physical education as well as periodic professional growth training.

The Association further believes that physical education programs should be developmental, sequential, cooperative in nature, and culturally sensitive. (91, 93)

B-34. Family Life Education

The National Education Association recognizes the importance of education in the maintenance and promotion of functional, healthy families and the emotional, physical, and mental health of people within these families. The Association further recognizes the impact of families and other close personal relationships on the quality of individual lives and upon society.

The Association recommends that programs be established and supported at all educational levels to promote—

a. The development of self-esteem and positive self-concept in individuals of all ages in various family roles

b. Learning and practicing positive interpersonal communication skills and conflict resolution

c. Education in human growth and development

d. Positive parenting techniques

e. An understanding of societal issues and problems related to children, spouses, parents, and other family members.

The Association believes that education in these areas must be presented as part of an antibiased, culturally sensitive program. (94)

B-35. Sex Education

The National Education Association believes that the developing child's sexuality is continually and inevitably influenced by daily contacts, including experiences in the school environment. The Association recognizes that sensitive sex education can be a positive force in promoting physical, mental, emotional, and social health and that the public school must assume an increasingly important role in providing the instruction. Teachers and health professionals must be qualified to teach in this area and must be legally protected from censorship and lawsuits.

The Association urges that formal sex education should include parent orientation and be planned and implemented with careful attention to developmental needs, appropriateness to community settings and values, and respect for individual differences.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on sexual abstinence, birth control and family planning, diversity of culture, diversity of sexual orientation, parenting skills, prenatal care, sexually transmitted diseases, incest, sexual abuse, sexual harassment, the effects of substance abuse during pregnancy, and problems associated with and resulting from preteen and teenage pregnancies.

To facilitate the realization of human potential, it is the right of every individual to live in an environment of freely available information, knowledge, and wisdom about sexuality. (69, 93)

B-36. AIDS Education

The National Education Association recommends that educational institutions establish comprehensive acquired immunodeficiency syndrome (AIDS) education programs as an integral part of the school curriculum. AIDS education must include education about all means of transmission, including sex and intravenous (IV) drug use. Information on prevention options must include abstinence and medically accepted protective devices. Instruction in decisionmaking skills to assist students in correlating health information and personal behavior is essential.

The Association believes that proper implementation of these programs requires education employee training and input. The Association further believes that these programs should be presented by properly licensed/trained personnel and should be planned with the input of parents and other community representatives. (87, 93)

B-37. Lifesaving Techniques

The National Education Association advocates the training of students and school employees in basic emergency lifesaving techniques. The Association urges the inclusion of this training in both school curriculum and staff development. (82, 91)

B-38. Environmental Education

The National Education Association believes that the nation's priorities must include the protection of our environment. The Association urges the establishment and maintenance of Federal Wilderness Areas, Recreational Areas, Refuge Areas, and designated local green areas. The Association further urges the development and improvement of educational programs that will—

a. Promote the concept of the interdependence of humanity and nature

b. Develop an awareness of the effects of past, present, and future population growth patterns on world civilization, human survival, and the environment

c. Promote an understanding of the necessity to protect endangered, threatened, and rare species

d. Promote an understanding of the necessity to protect the earth's finite resources

e. Promote the concept of pollution reduction

f. Promote the use of reusable and recyclable products and discourage the use of disposable products

g. Promote the use of disposal methods that do not contaminate the environment

h. Promote the recognition of and participation in Earth Day activities

i. Promote the understanding of the value of the world's forests, wetlands, deserts, and grasslands.

The Association urges its affiliates to support environmental programs in school systems for learners of all ages. (73, 93)

B-39. Arbor Day Education

The National Education Association believes that Arbor Day should be appropriately observed each year in every state. The Association urges its state and local affiliates to encourage their governors and mayors to declare the appropriate day each year as Arbor Day. Appropriate activities such as essay contests and tree plantings should be a part of this observation in each school. (88, 94)

B-40. Atmospheric Pollution

The National Education Association believes that atmospheric changes caused by human activities pose a significant environmental threat.

The Association urges the development of educational programs that explore the causes and effects of atmospheric problems such as global warming, ozone depletion, and acid precipitation, and possible solutions to such programs. (89, 93)

B-41. Energy Education

The National Education Association supports educational programs that increase understanding of energy, alternative energy sources, and energy conservation.

The Association urges its affiliates to support a National Energy Education Day and to encourage energy education programs at all levels. (85, 86)

B-42. Democracy and Citizenship Education

The National Education Association believes that democratic ideals should be part of the total education process. The Association

further believes that the following concepts should be an integral part of the curriculum within the public schools:

a. The dignity and worth of the individual
b. Due process of law

c. Rule of the majority tempered by respect for minority rights
d. Individual responsibility

e. Equal justice under the law
f. Civil liberties as guarantors of individual rights

g. One-person—one-vote
h. Active citizen participation in all aspects of public affairs.

The Association encourages teachers, lawyers, court personnel, and others to work together to develop appropriate materials, including information about the justice system and constitutional issues, in order to teach students to be responsible citizens. (84, 93)

B-43. Labor Movement Education

The National Education Association believes that the influence of the labor movement and unionism on the growth of the United States should be an integral part of the curriculum in our schools.

The Association urges teachers, curriculum committees, and authors to include material that accurately presents the important contributions to our country's history and growth that have been provided by the unions involved in the labor movement and the individuals who led that movement. (88)

B-44. Metric System

The National Education Association supports the adoption of the International System of Units (SI metric system). The Association urges that the SI system be taught at all educational levels. (69, 86)

B-45. Driver Education

The National Education Association believes that fully funded classroom and behind-the-wheel driver education courses taught by a certified teacher should be part of the basic education of all students.

The Association urges its affiliates to support legislation that requires these courses in the curriculum. (80, 86)

B-46. Peace and Nuclear Proliferation Education

The National Education Association believes that specific materials need to be developed for use in school classrooms in order to attain goals that focus on the establishment of peace and the understanding of nuclear proliferation.

The Association urges its affiliates to work with other organizations to develop age-appropriate materials for all levels. These materials should include activities dealing with peaceful conflict resolution as well as show the effects of nuclear weaponry and demonstrate strategies for disarmament with appropriate methods to be used to influence national policy to achieve peace.

The Association believes that the United States and the world need to take a stand for peace and international understanding. The development of educational programs is a first step in that direction. (82, 93)

B-47. Genocide

The National Education Association deplors any act of genocide, defined as "the deliberate and systematic eradication of a racial, political, cultural, or religious group." The Association believes that curriculum should include the historical context of all known acts of genocide in order to provide insight into how such inhumanity develops. The Association further believes that acts of genocide must be acknowledged and taught so as to preclude such acts. (93)

B-48. The Holocaust

The National Education Association believes that a way to prevent events that have caused great human misery, such as the Holocaust, is to teach all students about the Holocaust not only as an historical event but also as a means of providing insight into how inhumanity of this magnitude develops. The Holocaust must be taught so that never again can doubt of its occurrence be raised and never again can like action occur. (81, 93)

B-49. Homework

The National Education Association supports the assignment of homework as one means of reinforcing and furthering classroom instruction and learning.

The Association believes that the type and the amount of homework assigned should be determined by the classroom teacher and be appropriate to a student's developmental level. (85, 90)

B-50. Discipline

The National Education Association believes that a safe and orderly environment, in which students are treated with dignity, will provide them with a positive learning experience. Effective disciplinary procedures enhance high expectations and quality instruction, thereby promoting self control and responsible behavior in students while ensuring the right of all students to due process and an orderly learning environment.

The Association promotes the study, development, and funding of a variety of effective discipline procedures. The Association believes that its local affiliates should develop guidelines for effective disciplinary techniques. Further, the Association believes that boards of education in conjunction with local affiliates should develop policies and standards that provide the necessary administrative support to school employees for the maintenance of a positive school environment.

The Association condemns the misuse of discipline as a means of excluding students from the school setting until other methods of behavioral intervention have been exhausted. This does not preclude, as a last resort, the removal of the offender from the school setting to protect other students and education employees. The Association also believes that corporal punishment should not be used as a means of disciplining students. (75, 94)

B-51. Conflict Resolution Education

The National Education Association believes that many television programs, movies, computer games, lyrics, musical performances, and other cultural influences condition children and

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youth to accept interpersonal and societal violence as a means of resolving conflicts.

The Association further believes that such conditioning has a negative impact on the attitudes and behavior of many young people and offers them a socially unacceptable response to conflicts.

The Association supports the use of proven conflict-resolution strategies, instructional materials, and activities in the curriculum, for classroom procedures, on the playground, and at school-sponsored extracurricular activities to encourage non-violent resolution of interpersonal and societal conflicts.

In addition, the Association recommends the use of conflict resolution processes to resolve disputes and disagreements between and among all education employees so that they can model these processes. (86, 94)

B-52. Standardized Testing of Students

The National Education Association opposes standardized testing that is mandated by local, state, or national authority. The Association also opposes the use of these tests to compare one student, staff member, school or district with another, especially when the threat of loss of prestige, control, or resources is attached.

The Association urges its affiliates to work to eliminate the misuse of standardized tests and high stakes testing wherever they currently exist. Instead, affiliates should advocate the design and use of a variety of developmentally appropriate assessment techniques that are bias-free, reliable, and valid. These assessment measures must be viewed within the context of a continuum of education strategies for the individual student. Such assessments are best developed on site as an integral part of an instruction plan. (78, 94)

B-53. School Libraries/Media Programs

The National Education Association believes every student must have a comprehensive library/media program within his or her educational setting. This program should include printed and nonprinted resource materials, instruction in library research and information skills, necessary technology, certificated librarians/media specialists, and educational support personnel. (80, 92)

B-54. Information Literacy

The National Education Association believes that equity must be assured as public education works to meet the critical need to prepare all students to become information-literate adults and responsible citizens.

The Association encourages federal funding specific to library/media programs, increased funding from state and local government sources, and public/private partnership funding to stimulate and support the efficient use of existing and emerging technologies and to provide for equity and freedom of access to information unimpeded by geographic, economic, social, or cultural constraints. (92, 94)

B-55. Media

The National Education Association recognizes the fact that the media have an effect on the education of the public. Therefore, the Association believes that the media have an obligation to provide full, constructive, balanced, and accurate presentations. Visual media, including the Association's, should include closed captioning for the hearing impaired. The Association supports the media's right to protect information and sources of information from mandated disclosures and search and seizure. (69, 94)

B-56. Technology in the Educational Process

The National Education Association recognizes the advancement and application of instructional technology and high-technology devices and materials that provide new opportunities for developing skills, furthering research, and expanding knowledge in our society. Technology increases the opportunity to reduce educational inequities within and among schools and school districts. The Association believes that local associations should support efforts to use technology to improve the quality of instruction in local schools, to enhance the working conditions of their members, and to protect members' rights. The Association further believes that technology should be used to enhance the roles and instructional opportunities of education employees.

The Association encourages federal funding to school technology programs, with increased funding from state and local government sources and public/private partnership funding to stimulate and support the proper use of emerging technologies. Maintenance, technical support, training, evaluation, and staffing, as well as equipment purchases, must also be fully funded.

The Association believes that—

a. Education employees should have access to necessary technology for managing and advancing instruction. Further, they should be provided encouragement, time, and resources to experiment with and to research applications of technology in order to integrate technology into the curriculum.

b. Education employees, including representatives of the local association, must be involved in all aspects of technology utilization, including planning, materials selection, implementation, and evaluation. Individuals who teach classes over interactive telecommunication networks should be given sufficient time to prepare for their classes. Additional preparation time should be granted to teachers using technology to enrich their regular programs. Further, classroom teachers and library/media specialists must have collaborative planning time to develop programs.

c. Training should be provided for education employees in the use of technologies and applications, the development of effective materials, and appropriate instructional strategies.

d. Teacher preparation in instructional technology must begin in college and university programs and extend through continuing opportunities for professional development.

e. Students must become aware of the social and economic impact of technology and must be provided with access to and instruction in the use of such technology. Further, technological education programs must provide equity in training, funding, and participation for all students.

f. All students and education employees should have an understanding of copyright law and the responsible use of technological materials.

g. Effective use of technology requires a licensed teacher in every classroom. Instructional technology should be used to support instruction, but no reduction of positions, hours, or compensation should occur as a direct or indirect result of any technological programs.

h. The evaluation of education employees in any technological program should be conducted openly and meet the requirements of the local collective bargaining agreement or evaluation policy. (81, 94)

B-57. Telecommunications Technology

The National Education Association believes that every classroom and school library/media center should have equal access to the resources necessary to make full use of telecommunications, including the National Information Infrastructure (NII). Students, education employees, and schools should be provided a toll-free seamless connection to all telecommunications networks with access to the education community and the information resources that lie outside in the broader community. Access to broadband networks capable of carrying video, audio, and data is needed to permit groups of students, educators, and other individuals to collaborate on joint projects in any medium they choose.

The Association supports the development of a user-friendly infrastructure which can accommodate a decentralized approach to program and product development so that the interaction among educators, students, researchers, and those outside the educational community can occur. The infrastructure should be operated under voluntary standards that promote interoperability and that support user collaboration. Adequate measures to protect the security of resources on the network should be put in place. Further, comprehensive directories of information resources and navigation systems for locating these resources should be developed and maintained.

The Association believes that education employees are essential to the success of telecommunications projects and their perspective, insights, support, and commitment are vital for successful implementation. The impact of telecommunications on education employees should be subject to local collective bargaining agreements.

The Association believes telecommunications can enhance learning opportunities for students, reduce educational inequities within and among schools, and serve as an effective tool for staff development. Telecommunications should be used to support the development of critical thinking and collaboration skills. (93, 94)

B-58. Communication Between the Hearing and the Hearing Impaired

The National Education Association believes that the lack of communications between the hearing and the hearing impaired has detracted from the potential of a broadly distributed group to contribute fully to our total society.

The Association recommends that instruction be given to hearing students that will help them understand the unique needs of all hearing-impaired students and will help hearing students communicate with hearing-impaired students. (74, 85)

B-59. Family Stability

The National Education Association recognizes the myriad family structures of our society and the impact of these family structures and other close personal relationships on the quality of individual lives and upon society.

The Association therefore supports culturally sensitive educational activities and programs designed to prepare people for the roles and responsibilities of family relationships, particularly for marriage, parenting, family literacy, and the care of older-generation family members.

The Association urges that such programs and activities include, but not be limited to, interpersonal communication, problem solving, and related human relationship skills. (81, 93)

B-60. Credit-Hour Evaluation

The National Education Association believes that the different methods of assigning credit hours as used by the nation's colleges and universities often cause difficulties in the evaluation of transcripts. The Association therefore urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform formula to evaluate credit hours. (77, 86)

B-61. Transfer of Student Records

The National Education Association believes that the current mobility of the American society dictates the need to expedite confidential informational exchanges between schools when students transfer.

The Association encourages its local and state affiliates and all boards of education to pursue steps to achieve an effective transfer process that protects the rights of students and facilitates the continuity of their education.

The Association further believes that the school and educators who receive students with known serious behavior problems or violence-related potential shall be immediately informed of the violence potential of those students. (80, 93)

B-62. Classroom Use of Animals

The National Education Association believes that educators at all levels should implement guidelines concerning the humane use of animals in the classroom.

The Association urges that teachers encourage compassion and respect for all living things. (89)

B-63. Home Schooling

The National Education Association believes that home schooling programs cannot provide the student with a comprehensive education experience.

The Association believes that if parental preference home schooling study occurs, students enrolled must meet all state requirements. Instruction should be by persons who are licensed by the appropriate state education licensure agency, and a curriculum approved by the state department of education should be used.

The Association believes that local public school systems should have the authority to determine grade placement and/or credits earned toward graduation for students entering or re-entering the public school setting from a home school setting.

The Association further believes that such home schooling programs should be limited to the children of the immediate family, with all expenses being borne by the parents. (88, 94)

C. PROMOTE THE HEALTH AND WELFARE OF CHILDREN AND/OR STUDENTS

C-1. Health Care for All Children

The National Education Association believes that every child should have direct and confidential access to comprehensive health care.

The Association believes that such health care should be provided by properly licensed physicians and by other properly licensed health professionals.

The Association urges its affiliates to support legislation to provide comprehensive health care to all children. (90, 91)

C-2. Nutrition

The National Education Association believes that proper nutrition is essential to child development and student success. The Association further believes that proper nutrition must be a part of prenatal care and must continue throughout life.

The Association supports programs within the education framework that promote understanding of proper nutrition. In addition, the Association believes school food service programs must be nutritionally sound, appealing, and affordable.

The Association also supports nutrition programs that are regulated by uniform standards, readily accessible, and supported by public funds. Further, the Association advocates efforts to develop uniform symbols that make clear to consumers which food choices promote good nutrition. (90, 92)

C-3. Substance Abuse

The National Education Association is concerned about the individual and societal problems that underlie psychological and physiological drug—including alcohol and tobacco—dependency by both young people and adults. The Association calls for new, more positive ways of understanding and coping with these problems. The Association further recognizes the need for improved programs about drugs.

The Association urges its affiliates to support legislation leading to—

a. Standardization of drug laws, including the sale and distribution of drugs

b. Prohibition of the production, sale, and distribution of drug paraphernalia

c. Improvement of drug rehabilitation programs

d. Mandated drug rehabilitation programs for any violation or conviction, whether civil or criminal, resulting from the possession or use of a controlled substance.

The Association discourages the use of marijuana and steroids, except for prescribed medical purposes, and believes that severe penalties for illegal production, distribution, and sale should be strictly enforced.

The Association supports strict enforcement of the legal drinking age and the laws governing the sale of alcoholic beverages in each state and supports federal legislation to establish a uniform legal drinking age of 21.

The Association supports strict enforcement of laws governing the sale of tobacco products and believes that federal legislation should be established to create a uniform age of 18 for purchase, possession, or use of tobacco products. (72, 93)

C-4. Tobacco Products

The National Education Association believes that educators should play a key role in nationwide efforts to educate young people about the dangers of tobacco use and second-hand smoke.

The Association also believes that all governmental promotion of, subsidies for, and involvement in production and distribution of tobacco products should cease.

The Association further believes that the following changes in the law should occur:

a. All places of public accommodation should be smoke free.

b. All advertising of tobacco products beyond packaging should be banned.

c. Taxes on tobacco products should be increased. (94)

C-5. Family Stability for Children

The National Education Association believes that it is in the best interest of all children to live in a secure and stable family environment. Every effort should be made to provide a family with the supportive services it needs to allow it to stay together and care for the child in a safe, nonabusive, and nurturing environment.

If a child's immediate family and/or extended family is unable to care for him or her, the Association believes that the child may need temporary foster care while, at the same time, efforts are made to work with the family toward reunification with the child.

The Association also believes that parents who place children in foster care must be accountable for their efforts to rehabilitate themselves and indicate, through their actions, that they are working toward the return of the child to the home.

The Association further believes that, if it becomes clear that a family is not able to make a home for a child and is unable to resume parenting, efforts should be made for the legal release of the child for adoption. (84, 93)

C-6. Dependent Children of Military Personnel

The National Education Association believes that parents, when serving in the military, should have adequate services provided to ensure that their dependent children are cared for in the event of the parents' mobilization. (91)

C-7. Day Care

The National Education Association believes that all day care centers should have adequate facilities, proper supervision, appropriate education programs, and qualified, screened, and trained personnel. These day care centers should be examined and monitored on a continuous basis, and additional legisla-

tion should be sought as necessary to maintain the highest quality day care.

The Association encourages school districts to establish on-site child care for preschoolers, students, the children of students, and the children of school staff. (84, 93)

C-8. Family Violence

The National Education Association recognizes the vicious cyclical effects of family violence, which contribute to family disintegration, social maladjustment, and the overall erosion of society and its institutions. The Association supports an increase in the funding and staffing of existing family services and further urges creation of additional support systems and shelters. (78, 93)

C-9. Standards for Crisis Care

The National Education Association supports shelters for families experiencing violence within the family and temporary foster care for children who are being abused, neglected, or exploited. The Association supports—

a. Screening and training of potential foster families and shelter personnel

b. Continued training, supervision, and evaluation of foster families and shelter personnel

c. Adequate financial support

d. When appropriate, ongoing communications of pertinent information between social service agencies and school personnel

e. Services which include protection, counseling, and therapy for these children and families. (92)

C-10. Child Abuse, Neglect, and Exploitation

The National Education Association believes that all children should be protected from the psychological and physical aspects of child abuse, neglect, and exploitation.

The Association urges its affiliates to—

a. Seek clear legal definitions of what constitutes child abuse, neglect, and exploitation

b. Encourage the development of educator preparation courses and employee awareness programs which stress the identification of, reporting procedures for, legal responsibilities for, and techniques for dealing with abused, neglected, and exploited children

c. Cooperate with community organizations to increase public awareness and understanding of the prevalence, as well as the causes, prevention, and treatment, of child abuse, neglect, and exploitation

d. Encourage the development and use of materials to increase student awareness of child abuse, neglect, and exploitation

e. Require school personnel to report to appropriate authorities instances of suspected child abuse, neglect, and exploitation while providing school personnel with immunity from legal action

f. Encourage development of legislatively funded provisions for dealing with the abusive child, adult, or institution as well as processes, protective orders, and coping provisions for the abused, neglected, and exploited child

g. Encourage enactment of legislation for protection of children from parents/guardians who demonstrate neglect by leaving them unattended/unsupervised

h. Encourage positive action from the marketing and media professions in eliminating exploitation, commercialization, and glamorization of physical, emotional, and sexual child abuse. (74, 93)

C-11. Out-of-Home Placement of Juveniles

The National Education Association believes that when juveniles are removed from the home by the juvenile justice system either for their own protection or for the commission of a status offense and are placed in the custody of group foster homes or other custodial facilities, the rights of both the juvenile and the community must be protected. These facilities must be licensed, be operated by trained and licensed personnel, meet appropriate health and safety codes, and provide counseling and ancillary services for the juvenile and be nonprofit.

The impact of facilities on the public schools should be taken into account by licensing agencies and zoning authorities.

The Association further believes that the school and educators who receive students with known serious behavior problems or violence-related potential shall be immediately informed of the violence potential of those students. (92, 94)

C-12. Protection of Infants with Disabilities

The National Education Association believes that infants born with mentally and/or physically disabling conditions are entitled to receive reasonable medical care. (85, 93)

C-13. Child Support Payments

The National Education Association supports efforts of parents and local, state, and federal agencies to establish and enforce adequate child support guidelines and to improve the effectiveness of collecting court-designated child support. (83, 93)

C-14. Extremist Groups

The National Education Association condemns the philosophy and practices of extremist groups and their efforts to recruit young people and urges active opposition to all such movements that are inimical to the ideals of the Association. (80, 93)

C-15. Telephone/Telemarketing Programs

The National Education Association recognizes the potential for telephone and telemarketing programs to exploit children. The Association believes that electronic blocking devices should be available to parents, at no cost, to limit children's access to these programs. (89, 93)

C-16. School Facilities: Design, Construction, and Function

The National Education Association recognizes that all school facilities must be well constructed, energy-efficient, aesthetically pleasing, functional, and designed specifically for their intended purposes. The physical environment must allow for a variety of needs, including the growth in the number of students,

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changes in teaching methods, presentation of instruction, and an increased use of school facilities.

The community, parents, teachers, and educational support personnel must be involved through site-based decisionmaking in designing these facilities. Construction designs should incorporate original art.

Stable and sufficient funding must be provided for the design, construction, maintenance, and operation of the school facility. Funding for custodial, maintenance, and secretarial staff, and resources should be provided in every facility in order to maintain a safe, healthful, attractive, aesthetic, and clean environment for both students and staff. (92)

C-17. Safe School Environment

The National Education Association believes that all educational facilities must be smoke-free and safe from all environmental and chemical hazards, including lead from water pipe systems within schools, inadequate ventilation, and sick-building syndrome. The Association urges the establishment and vigorous enforcement of stringent standards at least equal to private sector standards of the Occupational Safety and Health Administration (OSHA) to ensure health and safety. These standards and any noted deviations should be posted at the facility. The Association further urges its affiliates to support local ordinances and state and federal legislation and funding to ensure these health and safety standards.

The Association supports ongoing standardized training and certification of education employees working with potentially hazardous school equipment and in hazardous facilities. The Association believes that such training must include the proper handling, storage, and disposal of hazardous materials and instruction on Material Safety Data Sheets (MSDS). Material Safety Data Sheets should be on file in each school building and available to employees upon request.

The Association believes that school personnel, students, and their families should be notified of potential hazards and the action plan for corrections. The Association urges that when facilities are altered or repaired these activities do not create additional health hazards. The Association further believes that affected local districts have a responsibility to post immediate notice of these hazards through the public media. (89, 94)

C-18. Radon

The National Education Association believes that all educational facilities must be safe from the hazards of radon and urges its affiliates to seek and support legislation that requires—

- Testing of public school facilities for radon
- Evaluation of current radon testing procedures to determine which procedures are truly effective
- Immediate corrective action in those schools where radon exceeds safe levels. (89)

C-19. Programs Before and After School

The National Education Association believes that all children need adequate adult supervision and guidance before and after school hours.

The Association believes that children who have limited or no adult supervision before or after school need local, state, and/or national programs, developed and staffed by qualified and trained personnel, which include opportunities to participate in study-skill sessions, counseling, and guidance in addition to recreational activities. (83, 92)

C-20. Abduction of Children

The National Education Association believes that all children should be protected from abduction and its consequences.

The Association and its affiliates should—

- Heighten school personnel awareness of this problem through the development of workshops, lectures, and seminars
- Encourage the development, endorsement, and use of materials to increase student awareness in dealing with abduction lures
- Cooperate with community organizations and businesses to increase public awareness and understanding of child abduction.

The Association urges state and local affiliates to seek legislative support and publicity in addressing these problems. (84, 90)

C-21. Missing Children

The National Education Association believes that all available means must be utilized at once and continuously used to locate missing children. The Association encourages local and state affiliates to work cooperatively with local programs and/or authorities to raise the public's consciousness about the missing-children crisis, including the dissemination of pictures and information about missing children to school employees.

To aid these investigations, the Association urges that the voluntary fingerprinting of children be conducted in a non-threatening environment and that the completed fingerprint cards be given to the parent or guardian. (81, 93)

C-22. School Transportation

The National Education Association believes that free transportation should be provided for all public school students residing beyond a reasonable and safe walking distance from their assigned schools.

The Association believes that all aspects of transporting students require close scrutiny. The Association also believes that overcrowding of buses must be prohibited and that safety requirements for buses and other designated school vehicles must be stringently enforced. Yearly bus evacuation drills for all student passengers should be mandated. Appropriate health and safety training including issues of student management, discipline, and violence must be provided for all school bus personnel.

School bus personnel should be utilized to transport students at all times. No other school employees should be required to transport students as a condition of employment.

The Association further believes that local school districts should provide students with transportation for all school-related activities. (77, 94)

C-23. Comprehensive School Health Programs and Services

The National Education Association believes that every child should have direct and confidential access to comprehensive health, social, and psychological programs and services. The Association further believes that the components must be interactive and coordinated within and between school, home, and community settings. The Association also believes that there must be integrated school and community efforts to promote the well-being of children and youth and to build support for school and community health programs. The Association believes that schools should provide—

- A healthful psychological climate and a safe physical environment
- Food services that provide nutritious meals and support sound nutrition education that helps students to select nutritionally appropriate foods.

The Association also believes that programs in the schools should provide—

- A planned, sequential, K-12 health education curriculum that integrates various health topics (such as drug abuse, violence, universal precautions, and HIV education); that is taught by teachers specifically prepared to teach the subject; and that enables students to develop the essential knowledge and skills to maintain personal, family, and community health.
- A planned, sequential, K-12 physical education curriculum that encourages students to achieve optimum physical fitness and promotes a consistent active life-style; that offers opportunities for self-expression and social development; that fosters stress reduction; and that is taught by teachers trained in the field.

c. Worksite health promotion to improve the health status of school staff to set an example for desired student behaviors.

The Association believes that services in the schools should include—

- Counseling programs that provide developmental guidance and broad-based interventions and referrals that promote the physical and psychological health of students.
- Services that identify, diagnose, and resolve learning disabilities.
- Health services that promote the health of students through prevention, case finding, early intervention, and remediation of specific health problems, that provide first aid and triage of illness and injuries, and that provide health counseling.
- A nurse-to-student ratio at each site that is appropriate to provide quality school health care.

e. Comprehensive school-based, community-funded student health care clinics that provide basic health care services (which may include diagnosis and treatment) to supplement school nurses.

f. If deemed appropriate by local choice, family-planning counseling and access to birth control methods with instruction in their use.

g. Coordination with community agencies for support and follow up activities.

The Association believes that all services available to students must be provided by appropriately licensed and certified professional personnel. The Association further believes that education employees, parents, students, and personnel from community agencies providing services to students must be involved in the development, implementation, and coordination of services.

The Association urges its affiliates to support legislation to provide comprehensive care to all children and community, state, and national efforts to coordinate services. (69, 94)

C-24. School Counseling Programs

The National Education Association believes that guidance and counseling programs should be integrated into the entire education system, beginning at the prekindergarten level.

Guidance and counseling programs should be provided through counselor/student ratios that best support students in realizing their full potential in all areas of growth and achievement. (87, 93)

C-25. Student Stress

The National Education Association believes that there are increasing mental, emotional, and environmental pressures upon children and youth which result in drug and alcohol abuse, violence, vandalism, school dropouts, and suicide.

The Association supports stress management programs that address the needs of children within both school and community settings and that provide follow-up support. The Association further supports workshops to prepare school personnel and parents/guardians to help students deal with stress.

The Association urges local and state affiliates to seek legislative support and publicity for these programs. (80, 92)

C-26. Effective School Climate

The National Education Association believes that an effective school climate is necessary for promoting educational excellence in our public schools. The Association believes that an effective school has a positive environment where school employees, students, and parents communicate with, care for, respect, and trust each other and where the school as an institution cares for, respects, trusts, and fosters an understanding among the people in it. (87, 93)

C-27. Discipline, Order, and Safety Required for Learning

The National Education Association believes that discipline, order, and safety are essential for an environment conducive to learning. To that end the following guidelines must be followed in the schools:

- Students must be taught a system of rules that will develop their mental, ethical, and physical capabilities to the utmost, and instill in them a clear distinction between their own rights and responsibilities and the rights and responsibilities of others.
- An orderly environment, including infrastructure, for students and education employees must be established on the basis of rational methods and procedures to promote school activities and behaviors that enhance teaching and learning.
- A truly safe school setting must extend beyond freedom from danger to freedom from fear of danger, which inhibits both teaching and learning as well as participation in school and community activities.

The Association further believes that all present and future education employees should be given formal, extensive, and ongoing training in discipline, order, and safety in both school and school-related activities. (94)

C-28. Nonviolence in Schools

The National Education Association believes that school employees and students should be safe from physical, verbal, and psychological violence. The Association believes that schools should provide appropriate services within the regular education program or develop appropriate alternative education placement programs for students who are dangerous to other students and education employees.

Students must receive due process before placement in an alternative program.

The Association urges the appropriate agencies to use their authority to prevent violence in schools and in society. (86, 93)

C-29. Student Sexual Orientation

The National Education Association believes that all persons, regardless of sexual orientation, should be afforded equal opportunity within the public education system. The Association further believes that every school district should provide counseling and suicide prevention programs by trained personnel for students who are struggling with their sexual/gender orientation. (88, 94)

C-30. Placement of Students with HIV/AIDS

The National Education Association supports establishing local policy that ensures a free, appropriate public education in a least-restrictive environment for all students infected with the human immunodeficiency virus (HIV) or with acquired immunodeficiency syndrome (AIDS).

The Association believes that the placement of such students in school is a medical decision that should be made on a case-by-case basis by qualified health care professionals.

The Association further believes that students should not be refused admittance to school or subjected to any other adverse action solely because they have tested positive for HIV or have been diagnosed as having AIDS. (87, 93)

C-31. Suicide Prevention Programs

The National Education Association believes that suicide prevention programs including prevention, intervention, and postvention must be developed and implemented. The Association urges its affiliates to ensure that these programs are an integral part of the school program. (89, 92)

C-32. Youth Camp Safety

The National Education Association believes that all youth camps must provide proper supervision and instruction as well as secure facilities that meet current safety and health standards.

The Association urges its members to support legislation establishing guidelines that require that all camp personnel be qualified and trained for their areas of responsibility. (76, 87)

C-33. Student Rights and Responsibilities

The National Education Association believes that basic student rights include the right to free inquiry and expression; due process; gender equity; freedom of association; freedom of peaceful assembly and petition; participation in the governance of the school, college, and university; freedom from discrimination; freedom from commercial exploitation, including the payment of subminimum wages; and equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

The Association believes in the confidentiality of student information and opposes its dissemination to any organization or institution without the consent of the student and/or parent.

The Association also believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fundraising activities. (69, 92)

C-34. Drug and Alcohol Testing of Students

The National Education Association believes that mandatory drug and alcohol testing of students without probable cause is an unwarranted and unconstitutional invasion of privacy and opposes such testing.

The Association further believes schools must immediately notify parents of students suspected of abusing drugs and alcohol and provide information about support services. (87, 93)

C-35. HIV/AIDS Testing of Students

The National Education Association opposes mandatory/involuntary human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) testing of students. (87, 93)

C-36. Time to Learn

The National Education Association believes that time to learn is essential in promoting optimum achievement in the schools.

The Association believes that—

- Student absences from school have adverse effects on program continuity, academic achievement, and mastery by the student. The Association urges its affiliates to work with school districts, parent groups, other appropriate community groups, and public agencies to develop programs to reduce student absences.

b. Excessive or unusual working hours are detrimental to a student's attention span and academic achievement. The child labor laws, as structured by the Fair Labor Standards Act, must be monitored, enforced, and strengthened by local, state, and national governing bodies. (79, 94)

C-37. Media and Children

The National Education Association recognizes that children are an especially vulnerable audience who must be protected from violence, prejudice, sexual content, stereotyping, and exploitation by advertisers and media professionals. To help children become critical users of the media, the Association encourages advertisers, media professionals, and parents to use materials of the highest caliber. Radio and television programmers should make these materials available to children, with consideration given to the child's age, the time of day, and the subject matter. The Association encourages advertisers and media professionals to use standard grammar and correct spelling and to refrain from the use of sexist terminology and profanity.

The Association urges its affiliates to establish media study committees to monitor media activities, to provide research materials and training for members, and to promote positive educational programming. The Association also urges the movie industry to edit movies for educational use and make them available in video format. The Association further urges its affiliates and members to help parents determine the types of programs their children should listen to or view. (69, 94)

C-38. Impact of Homelessness and Poverty on Children and Youth

The National Education Association believes that education must be provided for all children and youth and believes that poverty negatively impacts children's ability to learn and deprives them of the opportunity for academic success.

The Association advocates the right to an education, adequate housing, and health care for all children and youth, including those without a permanent legal address.

The Association recognizes the need for cooperation between school and community groups in meeting the needs of homeless and impoverished children and youth.

The Association urges its affiliates to seek legislation to ensure equal educational opportunities for all children and youth. (88, 91)

C-39. Extracurricular Participation

The National Education Association believes that the successful completion of an academic program is the first priority for all students. The Association therefore urges pre-K through 12 schools, colleges, universities, and parents to accept their educational responsibilities to student athletes and participants in other extracurricular activities. Exploitation of these students for economic and/or personal gain is deplorable.

The Association urges the adoption of fair and reasonable eligibility requirements for student participation in athletics and other extracurricular activities. To promote the continuance of academic success, student progress should be monitored frequently. (84, 93)

C-40. Gender Equity in Athletic Programs

The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff be allocated equally between female and male programs. (74, 93)

C-41. Reduction of Gang-Related Crime

The National Education Association believes that families, schools, communities, businesses, and law enforcement agencies have critical roles in reducing gang-related crime. The Association supports collaboration among these groups in an effort to reduce such crime.

The Association supports education programs that promote positive self-image and academic success—such as dropout prevention/intervention, before- and after-school programs, and job training—particularly for at-risk students in areas where there is a high degree of gang activity.

The Association also believes that the business community has an important role in reducing illegal activities by gangs. The Association supports programs that lead to job opportunities for youths.

The Association believes that law enforcement agencies should be active participants in education and employment programs to reduce gang-related crimes.

The Association further believes that federal, state, and local governments should develop and implement education and youth employment programs in helping to reduce illegal activities by gangs. (88, 94)

C-42. Juvenile Offenders

The National Education Association believes that juvenile offenders who are convicted of serious crimes and who are contained in detention centers should be provided a healthy environment conducive to positive social change.

The Association further believes that these juveniles, while in this environment, should be provided with education programs that will enable them to become contributing members of society. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

Juvenile offenders who pose a threat to the health and safety of others and who are not placed in these centers should be provided educational services in an appropriate alternative setting rather than the regular public school setting.

The Association further believes that all education employees working with a student having a record of violent behavior or severe behavioral problems should be immediately informed of the nature, extent, and duration of the student's record of violent acts/disruptive behaviors. Before student placement, these employees should also be provided with teaching strategies that may impact the student's learning style and a plan for behavior management and modification.

The Association supports the placement of juveniles who are not charged with any offense or those who are status offenders in separate facilities from those persons who are charged with criminal offenses. (88, 93)

C-43. Alcohol/Tobacco Endorsements

The National Education Association urges the elimination of incongruent and secondary advertising of alcohol and tobacco products. The Association encourages individual performers and organizers of concerts and sporting events to refrain from

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endorsing and advertising alcohol and tobacco products. (90, 91)

C-44. Alcohol Advertising

The National Education Association believes that alcoholic beverages and their use should not be advertised on television or radio. (88)

C-45. Illegal Drug Trade

The National Education Association believes that illegal drug trade and the money it generates are harmful to our nation and to the youth of our nation.

The Association further believes that its affiliates should advocate for and participate in the development of appropriate educational experiences to educate students about the serious effects of participating in any aspect of illegal drug trade. (88, 89)

D. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS**D-1. Teacher Preparation Programs: Recruitment**

The National Education Association supports a strong program of teacher recruitment with special emphasis on recruitment of underrepresented candidates. Preteaching programs and recruitment efforts should be developed at high schools and community/junior colleges in conjunction with institutions of higher education with teacher preparation programs. These efforts should include the active participation of practicing pre-K through 12 teachers.

The Association encourages individuals interested in teaching as a career to attend institutions accredited by the National Council for Accreditation of Teacher Education (NCATE). The Association believes that high school counselors and advisers should be aware of the advantages to students who attend NCATE-accredited institutions.

The Association believes that federally financed loan and grant programs should be established to encourage students to become professional educators. Progressive forgiveness of the loan should be based upon the number of years of professional service.

The Association further believes in the encouragement and development of grants from both public and private sectors for students planning to pursue a career in education.

The Association encourages its state affiliates to work toward the development of similar programs. (90, 94)

D-2. Teacher Preparation Programs: Entry

The National Education Association believes that its affiliates should continue to improve standards for entrance into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. Further, the Association believes that the appropriate agency within each state should regularly monitor and evaluate the teacher preparation programs within the state as to content and presentation to ensure quality and continuity. Requirements for entry to college of education programs should be rigorous yet flexible enough to allow admittance to those who demonstrate potential for effective practice. Admission to any program should be based on multiple considerations, such as recommendations of faculty (liberal arts and education), grade-point average, personal interviews, portfolio reviews, and recommendations of persons in related fields. The selection process shall be a continuous and integral part of the candidate's educational program. Such process shall be nondiscriminatory.

The Association urges appropriate state agencies to monitor projected needs by certification areas and to inform teacher preparation institutions of those needs on a continuing basis. Teacher preparation institutions should counsel and prepare prospective teachers in numbers consistent with projected needs. (70, 94)

D-3. Teacher Preparation Programs: Content and Evaluation

The National Education Association believes that a sound teacher preparation program must be equitably funded and must—

- Involve practicing, licensed preschool through adult education teachers in the design, implementation, evaluation, and systematic change of the program
- Involve students preparing to teach in the evaluation and improvement of the standards of the program
- Involve teacher educators who are licensed and experienced in their instructional areas and demonstrate practical knowledge of schools and classroom teaching
- Include a policy of affirmative recruitment
- Include tests, reports, student teaching, portfolio reviews, and other measures of performance designed to assess progress in acquiring the knowledge and skills necessary for effective teaching
- Include required courses in the liberal arts, subject or grade-level specialty, reading, methodologies for the instruction of the limited English proficiency student, and professional studies that include learning theories, curriculum design, classroom management, discipline, student assessment, and teaching techniques
- Include instructional content and experience that address our multicultural, multiethnic diversity, recognize the contributions of ethnics and other minorities, and provide techniques for teaching culturally diverse students
- Involve students preparing to teach in recognizing biases and acquiring the necessary skills and knowledge to assist them in creating a bias-free environment
- Include instructional content and experience in research and information skills, group processes, shared decisionmaking, strategic planning, the dynamics of intergroup communications, human growth and development, the changing role of the family, exceptional behaviors, and human relations
- Include a variety of field experiences throughout the preparation program culminating in a practicum
- Include instructional content in the areas of job contracts, salary schedules, benefit programs, and working conditions
- Include practical instruction and experience in the processes, strategies, realities, responsibilities, and challenges

of collective, shared decisionmaking, problem-solving, and strategic planning

m. Include course content in awareness and educational programs of all special education areas recognized by federal law

n. Provide access to professional and preprofessional organizations related to the education profession and areas of certification. (70, 94)

D-4. Teacher Preparation Programs: Affiliate Participation

The National Education Association believes that its affiliates should take immediate steps to become involved in college and university committees that control teacher education programs. To this end, the affiliates should—

- Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teacher organizations
- Support regulations that would place credentialed educators with teaching experience in decisionmaking roles in departments of education
- Share in the responsibility for practicum experience with the public schools and the institutions that prepare teachers
- Encourage affiliate members to promote NEA Student membership among all higher education students working in their classrooms during any part of a teacher preparation program. (70, 94)

D-5. Teacher Preparation Programs: Student Teaching

The National Education Association believes that student teachers should be provided with legal status and liability protection.

The Association believes that higher education institutions and cooperating school systems should supply any and all instructional materials that student teachers would require during their student teaching terms. Further, the Association believes that tuition waivers should be granted for the term during which the students are practicing teaching if the institution implicitly and/or explicitly discourages students from outside employment during that time.

The Association urges its affiliates to formulate standards for school systems that receive student teachers, including guidelines for cooperating teachers and college coordination of student teachers. Supervising or cooperating teachers in a student teacher program should have reduced teaching loads and be given a minimum established compensation. The recommendation of the supervising or cooperating classroom teachers in such a program shall weigh heavily in the final decision regarding readiness to enter the teaching profession.

The Association further believes that teacher preparation programs should offer alternative placements for student teachers assigned to a school in the event of a strike or other work stoppage in order to meet the requirements for a teaching license.

The Association believes that the acceptance of student teachers should be on a voluntary basis. (70, 94)

D-6. Mentor Programs

The National Education Association believes that professional peer support systems such as mentor programs, if or when adopted, should be utilized solely for the development of professional expertise. The Association believes that the planning, implementation, and evaluation of such programs must be negotiated and cooperatively developed and maintained by the school district and the local affiliate.

Qualifications of mentors and the duties and responsibilities of all parties must be clearly defined and uniformly administered. Criteria for implementation must be left to the discretion of the planners of each program, and participation must be voluntary. The state or local authority has the obligation to provide hold-harmless protection.

The Association also believes that mentors must be compensated for all additional responsibilities and that the program must be fully funded by either the state or the local authority.

The Association further believes that the formative assistance provided by such programs must be independent of any summative evaluation. Any documentation that results from the mentor-mentee relationship must be confidential and must not be included in the participants' personnel files. (88, 94)

D-7. Administrator Preparation

The National Education Association believes that administrators and staff are partners in the total school program. Administrators must maintain valid administrator licensure and have periodic teaching experience. Areas of instructional content and experience should include participatory decisionmaking, interpersonal skills, personnel selection, staff evaluation, curriculum, school management techniques, and cultural diversity training. Prior to credentialing, an administrator shall have served at least five years in a full-time teaching position. (85, 94)

D-8. A Licensed Educator in Every Professional Position

The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties.

The Association insists that each professional position, including early childhood development and other specialized and substitute positions, be filled by an educator who has completed, in an accredited institution of higher education, course work required by his/her position and a teacher preparation program and who holds the state license and/or appropriate state vocational license.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions, through the subcontracting of teaching and support services, through involuntary assignment out of field, or through the revision of school staff management under the guise of improving educational opportunity. (69, 90)

D-9. Academic Governance in Higher Education

The National Education Association believes that governance in institutions of higher education must be a joint effort among faculty, staff, students, administrators, and governing boards. The Association further believes that faculty must have the pri-

mary responsibility to determine institutional missions, curricula, methods of instruction, faculty status, student academic standards, and budget priorities. (94)

D-10. Supervision of Extracurricular Activities

The National Education Association believes that extracurricular activities are an important part of school curricula. The Association further believes that supervisors of these activities must have the appropriate knowledge and skills necessary to perform their duties.

The Association urges local school systems to formulate standards and guidelines appropriate to the performance of those duties.

The Association insists that qualified school employees be given the opportunity of first acceptance for supervisory positions in extracurricular activities.

The Association further believes that all staff members must be provided with the appropriate ongoing training, including but not limited to school policy, school law, and cardiopulmonary resuscitation/first aid. (94)

D-11. Participation in Professional Associations

The National Education Association believes that every educator has the right and obligation to participate fully in professional associations. The Association further believes that school policies should provide released time without loss of pay to educators who are fulfilling leadership responsibilities or attending professional meetings. Released time should be equitably provided, without harassment and without preference given to administrative personnel. (86, 93)

D-12. Professional Development Resource Centers

The National Education Association believes that state/regional professional development resource centers provide an opportunity for school employees to share resources, experiences, and ideas for professional growth. The Association believes that these centers should be established in sufficient numbers to be accessible to all school employees.

The Association believes that members from the local associations should comprise a majority of the membership of the professional development resource center policy board.

The Association shall continue to seek federal funding for such resource centers and shall assist affiliates in obtaining state and local monies for professional development resource centers. (82, 85)

D-13. Professional Development

The National Education Association believes that professional development is necessary throughout the career of the education employee. Professional development might include, but not be limited to, continuing education courses, state/regional developed professional development resource center programs, and local professional development and grant programs.

The Association also believes that such programs should provide equal opportunities for education employees to gain the knowledge and skills they feel are important to their position, to the improvement of school programs, and to their performance as members of their profession. Appropriate technology must be available to all education employees to assure access to information and ideas.

The Association further believes that local professional development and grant programs should assure that appropriate education employees have a decisive voice at every stage of planning, implementation, and evaluation. The Association encourages its affiliates to develop strategies for the implementation of funded programs governed by the appropriate education employees. (76, 92)

D-14. Discipline, Order and Safety

The National Education Association believes that schools need to provide a positive and safe environment for all students and educational personnel.

The Association believes that ongoing educational training programs in conflict prevention/conflict resolution be provided for all educational employees dealing with students' behavior before, during, and after crisis situations.

The Association further believes management techniques on prevention and intervention strategies are necessary for the maintenance of a positive and safe working environment. Emphasis on both the education and safety of the student and employee are the primary goals. (94)

D-15. Neurological Disorder Awareness

The National Education Association urges its affiliates to establish and monitor, by working with qualified health professionals, a continuing education program that will increase education employee awareness of neurological disorders—and their symptoms—that may hinder students' learning capabilities. (87, 94)

D-16. Teacher Exchange Programs

The National Education Association believes that in our rapidly changing global society both teachers and students will benefit if teachers participate in exchange programs in various cultural, linguistic, educational, and geographic environments.

The Association encourages its affiliates to develop voluntary teacher exchange programs and to cooperate with governing boards to offer such programs within and among the states, among schools of federal agencies within and outside the United States, and abroad.

The Association supports legislation that would enable teacher union representatives from any nation to visit the NEA at our request. (74, 89)

D-17. Education Employee Evaluation

The National Education Association advocates formal performance-based evaluations as the only appropriate way to assure as well as to assess the competency of all education employees in their respective fields.

An effective evaluation procedure supported by well-developed, continuing professional growth programs will enable all education employees to keep abreast of developments in their areas of specialization. Such procedures, with sufficient resources, can help ensure job competency, identify deficiencies in performance and provide options such as counseling, training pro-

grams, a remediation plan, and opportunities to observe peers. If after an evaluation process that follows all the above provisions of this resolution, and if after being given sufficient time, training, and opportunity for improvement, a person is then formally reevaluated including documentation of incompetency, dismissal proceedings with guaranteed due process may be instituted. Such proceedings must be implemented by administrators/evaluators who are properly trained and held accountable for appropriate and fair evaluation systems.

The evaluation procedure should be cooperatively developed and maintained in conjunction with representatives selected by the local association and should include—

- Clear performance expectations that are specific to the job description
- Regular observation of job performance with advance notice and discussion of evaluation visits and a timely consultation after each visit
- A written evaluation report to be provided to the person being evaluated
- Opportunity for a written response prior to the placement of the evaluation in the personnel file
- An employee improvement plan which will not interfere with any earned pay increase or longevity credit
- A provision for an alternative evaluator and/or an opportunity for an alternative evaluation report to ensure a fair and unbiased evaluation of the education employee
- An unbiased appeals process with an evidentiary hearing under oath.

By participating in an evaluation process an education employee shall not waive his or her right to due process in any subsequent contractual or legal proceeding. (92, 94)

D-18. Competency Testing and Evaluation

The National Education Association believes that competency testing must not be used as a condition of employment, license retention, evaluation, placement, ranking, or promotion of licensed teachers. The Association also opposes the use of pupil progress, standardized achievement tests, or student assessment tests for purposes of teacher evaluation. (69, 87)

D-19. Administrator Evaluation

The National Education Association believes that procedures for evaluation of administrators should include evaluations by the school employees under their direct supervision. If after being given assistance, sufficient time, and opportunity for improvement, an administrator is formally reevaluated and there is documentation of incompetency, dismissal proceedings with guaranteed due process should be instituted by the chief administrator, provided that administrators/evaluators are properly prepared and held accountable for the implementation of appropriate and fair evaluation systems. (85, 92)

D-20. Evaluation and Promotion in Higher Education

The National Education Association affirms the importance of teaching in institutions of higher education and believes, therefore, that research and publication ought not to be the only criteria on which higher education faculty are evaluated and/or promoted.

The Association further believes that its higher education members must be allowed to determine through the collective bargaining process the methods by which they are evaluated and promoted. (86)

E. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS AND OTHER EMPLOYEES IN THE EDUCATIONAL EFFORT**E-1. Instructional Excellence**

The National Education Association believes that a prime responsibility of the Association and its affiliates is to encourage ongoing improvements in the quality of instruction. The primary authority to recommend instructional improvements should lie with the teachers through a democratic decisionmaking process. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist in this process.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions.

The Association recommends that writers, publishers, and producers provide materials that have been field-tested in classroom situations and proven effective. (69, 92)

E-2. Time to Teach

The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, a duty-free lunch period, an office in which to work, access to telephones, adequate and appropriate office equipment, access to technology, freedom from interruptions during instructional time, unencumbered planning time, time to evaluate student progress, time for implementation of federal and state legislative requirements, and elimination of the noninstructional tasks required of a teacher.

The Association recognizes that accountability requires reporting on the uses of funding derived from federal, state, and local education programs. The Association believes, however, that in order for the classroom educator to spend adequate time on instructional duties, the paperwork burden on the practitioner must be reduced and held to an absolute minimum.

The Association believes that teachers need the freedom and flexibility to schedule time and design programs to meet the needs of students. (69, 94)

E-3. Selection of Materials and Teaching Techniques

The National Education Association believes that quality teaching depends on the freedom to select materials and techniques. Teachers and librarians/media specialists must have the right to select instructional/library materials without censorship or legislative interference. Challenges on the choice of instruc-

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tional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations that restrict the selection of a diversity of instructional materials or that limit educators in the selection of such materials.

Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (69, 92)

E-4. Development of Materials

The National Education Association believes that publishing companies should involve public school teachers directly and meaningfully in the development of textbooks and/or other educational materials offered for adoption or purchase by public school districts. Materials in all subject areas should be developmentally appropriate, be free of stereotypes, address divergent points of view, contain sufficient activities to teach the concepts, and provide for the evaluation of higher level thinking skills.

Where school districts involve teachers in the development of textbooks and other educational materials, teacher participation should be strictly voluntary and should be adequately compensated. (84, 93)

E-5. Instructional Materials and Teaching Techniques Challenges

The National Education Association recognizes that democratic values can best be transmitted in an atmosphere that does not restrain free inquiry and learning. It is essential that such a setting be free of censorship in order to ensure the academic freedom of teachers and students. The Association deplores pre-publishing censorship, book burning crusades, and attempts to ban books from the school library/media center and school curriculum.

The Association urges its state and local affiliates to secure the adoption of policies and procedures that provide for the orderly consideration of instructional materials and techniques that are challenged. (82, 90)

E-6. Cultural Diversity in Instructional Materials and Activities

The National Education Association believes that educational materials and activities should accurately portray cultural diversity and contributions of ethnic-minority groups. Ethnic-minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitudes and recommendations from various segments of the literary world.

The Association acknowledges that many contemporary texts related to ethnic-minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic-minority students. The Association believes that educators and boards of education should adopt and use textbooks and other educational materials in all subject areas that accurately portray the contributions of ethnic and other minorities. (69, 86)

E-7. Impact of Federal and State Legislative Mandates

The National Education Association believes that state and federal governments are moving toward centralized policymaking in educational issues that focuses on narrow measures of accountability and assessment.

The Association urges its affiliates to advocate viable alternatives that increase decisionmaking by all local stakeholders.

The Association believes that federal and state mandates regarding school programs should be broad, general guidelines only and should not be based on student achievement. Mandated programs should be established only in conjunction with the Association and its state and local affiliates. These mandates should be assessed by affiliates with particular attention to their impact upon students, school employees, school programs, and finances. (79, 94)

E-8. Religious Heritage in Instructional Materials

The National Education Association believes that educational materials should accurately portray the influence of religion in our nation and throughout the world. (88)

E-9. Academic and Professional Freedom

The National Education Association believes that academic freedom is essential to the teaching profession. Academic freedom includes the rights of teachers and learners to explore and discuss divergent points of view. Controversial issues should be a part of the instructional program when, in the judgment of the professional staff, the issues are appropriate to the curriculum and to the maturity level of the student. A teacher shall not be fired, transferred, or removed from his or her position for refusing to suppress the free expression rights of students.

The Association also believes that professional freedom is essential to the teaching profession. Professional freedom includes the teachers' right to evaluate, criticize, and/or advocate their personal point of view concerning the policies and programs of the schools. Teachers also have the right to assist colleagues when their academic or professional freedoms are violated.

The Association further believes that legislation and regulations that mandate or permit the teaching of religious doctrines and/or groups that promote antipublic education agendas violate both student and teacher rights. The Association urges its affiliates to seek repeal of these mandates where they exist. (69, 92)

E-10. Access to Copyrighted Materials for Educational Use

The National Education Association believes that maximum access to copyrighted materials that relate to the curriculum is in the public interest. The Association recognizes that the copyright law as revised provides for two parallel sets of rights: the rights of those who create to profit from their efforts and the rights of teachers to a limited use of those materials in teaching.

The Association insists that the public interest requires that the copyright law include an appropriate not-for-profit clause to guarantee to teachers and educational institutions use of copyrighted materials for nonprofit educational purposes. (69, 86)

E-11. Assessment of Student Learning

The National Education Association recognizes the need for ongoing comprehensive assessment of student growth. A student's level of performance must be assessed with authentic measures directly linked to the lessons teachers teach and the materials teachers use.

The Association believes that the primary purposes of assessment are as follows:

- To assist students and their parents in identifying the student's strengths and needs
 - To encourage students to become lifelong learners
 - To measure the program's effectiveness, communicate learning expectations, and provide a basis for determining instructional strategies
 - To develop appropriate learning experiences for students.
- The Association believes that no one measure should be used to determine a student's performance. Teachers must utilize a variety of measures to accurately assess student growth. All methods of assessment shall be free of cultural, racial, and gender biases.

The Association believes that only classroom teachers have the right to decide upon criteria for assessment of students. Further, the Association believes that teachers must exercise final control of the assessment process and dissemination of results. (81, 94)

E-12. Support Personnel in the Education Process

The National Education Association believes that all education employees are essential to the learning environment. The Association recognizes that educational support personnel promote positive role models that enhance the education process. (90, 91)

F. PROTECT THE RIGHTS OF EDUCATIONAL EMPLOYEES AND ADVANCE THEIR INTERESTS AND WELFARE

F-1. Nondiscriminatory Personnel Policies/Affirmative Action

The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, cultural diversity, accent, religious beliefs, residence, physical disability, political activities, professional association activity, age, size, marital status, family relationship, gender, or sexual orientation.

To address societal needs, however, the Association urges the development and implementation of affirmative action plans and procedures that will encourage active recruitment and employment of women, minorities, and men in underrepresented education categories.

It may be necessary, therefore, to give preference in recruitment, hiring, retention, and promotion policies to certain ethnic-minority groups or women or men to overcome past discrimination. (69, 93)

F-2. Pay Equity/Comparable Worth

The National Education Association believes that all workers should be paid on the basis of the requirements, skills, and worth of their jobs and that factors such as the gender or race of the individual performing the job should never play a role in determining salary.

The Association supports all efforts to attain accurate and unbiased forms of job evaluation and to raise the pay of those jobs that are presently undervalued. The "market value" means of establishing pay cannot be the final determinant of pay scales since it itself too frequently reflects the race and sex bias in our society.

The Association encourages efforts by education employees and others of the work force to gain salary levels appropriate to the skill, value, responsibility, and requirements of their jobs. (82, 93)

F-3. Uniform Compensation

The National Education Association opposes any attempt to establish tiered compensation systems that place entry-level employees on a salary and/or benefits schedule that differs from that of career employees. (86)

F-4. Affordable Health Care

The National Education Association believes that health insurance is an essential part of the total compensation of education employees and of retired education employees. The Association notes with extreme regret that affordable health care is not available to all members, dependents, and retirees. The Association supports legislation that guarantees education employees and retirees the option of paying medical insurance premiums with pretax dollars.

Until such time as there is universal health care, the Association urges its affiliates to do all they can to enroll our members, their dependents, and retired education employees in comprehensive, affordable health insurance plans. (91, 92)

F-5. Tax Deductions for Professional Expenses

The National Education Association believes that education employees must continue to perform and develop professionally and that expenses incurred to do so are professional and therefore must be considered as necessary and ordinary and must be uniformly deductible, as an adjustment, from gross income in the computation of federal, state, and local income taxes. Deductible expenses should include but not be limited to expenses incurred relating to sabbatical leaves; educational travel for maintenance and improvement of skills; an in-home office; education-related auto use; and purchasing of teaching supplements and professional supplies, materials and equipment. (69, 93)

F-6. Collective Bargaining Rights

The National Education Association believes that the attainment and exercise of collective bargaining rights are essential

to the promotion of education employee and student needs in society. The Association demands that these rights be advocated where they are now abridged or denied and strengthened where they are now secured. (80, 93)

F-7. Collective Bargaining and Grievance Procedures

The National Education Association believes in the necessity of a public employees' federal collective bargaining law that will not weaken any state or local bargaining laws. The Association demands that federal, state, and local governing bodies bargain collectively with all public employees. The Association supports legislation that would prohibit the negotiating away of any public employee statutory benefit, right, or protection.

The Association believes that local affiliates and governing boards must negotiate, in good faith, written master contracts. These written master contracts must include terms and conditions of employment and other matters of concern and include a provision for agency fee.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association further believes that binding arbitration and the right to strike must be an integral part of any collective bargaining process.

The Association believes that coordinated bargaining by its affiliates on a regional or statewide basis is an important component of collective bargaining.

The Association recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith. Further, state affiliates should seek statutory penalties for governing bodies that seek to rescind negotiated agreements by declarations of bankruptcy or by any other means. (69, 87)

F-8. Strikes

The National Education Association denounces the practice of keeping schools open during a strike. The Association believes that when a picket line is established by the authorized bargaining unit, crossing it is strikebreaking and jeopardizes the welfare of school employees and the educational process.

The Association also believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends that several procedures be used in resolution of impasse—such as mediation, fact finding, binding arbitration, political action, and strike—if conditions make it impossible to provide quality education. In the event of a strike by school employees, extracurricular and cocurricular activities must cease.

Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency licensing or placement practices that constitute strikebreaking. The Association condemns denial of credits to students working in the school for credit as part of a teacher preparation or credential program who have honored a work stoppage.

The Association condemns the use of ex parte injunction, jailing, setting of excessive bail, fines, firing of members, community service in lieu of other penalties, decertification of an organization as the bargaining agent, loss of association rights, and revocation or suspension of tenure, licensure, and retirement benefits in school work stoppages.

The Association urges enactment and enforcement of statutes guaranteeing the rights of school employees when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued.

The Association further urges its affiliates to establish practices and procedures to supply financial and emotional support as well as external and internal publicity for any local engaged in a strike. (69, 94)

F-9. Basic Contract Standards

The National Education Association believes that collective bargaining agreements between education employees and their employers should contain certain standard contractual concepts. Therefore, the Association urges its affiliates to negotiate agreements that include—

- A grievance procedure that terminates with final and binding arbitration
- Just cause for any disciplinary action with guaranteed due process through final and binding arbitration and continuation of all employee rights, including full compensation and job security
- A seniority list that is updated, published, and distributed annually
- Layoff and recall based only on seniority as bargaining unit members, licensure/certification, and to the extent legally permissible, racial balance
- Employer-paid fringe benefits, including but not limited to comprehensive health, life, dental, vision, and income protection insurance and employee assistance programs, that fully cover bargaining unit members, domestic partners, and their families
- Membership in the association or the payment of a fair-share fee as a condition of employment
- Required posting of all vacant or newly created positions along with the right of bargaining unit members to apply for these positions
- Unassigned preparation, planning, and travel time as applicable for all members of the bargaining unit
- Specified class size, teaching load, and job description
- A duty-free lunch period of not less than 30 minutes for all members of the bargaining unit
- Nondiscriminatory, fair, and equitable treatment of bargaining unit members
- Contractually defined procedures for evaluation and promotion
- Released time for association business with full pay and fringe benefits
- Parental/child rearing leave for employees to provide care for natural or adopted children

o. Contractually defined procedures for ensuring education employee decisionmaking in curriculum design and related instructional management and reporting systems

p. Salary schedules based upon preparation, professional growth, and length of service and excluding any form of merit pay except in institutions of higher education where it has been bargained

q. Extracurricular and extra-duty assignments filled on a voluntary basis and compensated at no less than the employee's regular rate of pay

r. Retirement benefits based on all income derived from school employment, including extracurricular and extra-duty pay

s. Clearly defined bargaining unit membership

t. Placement on the salary schedule based on qualifications and number of years of experience in the profession

u. A guaranteed safe and healthy working environment

v. The school calendar

w. Protection from unilateral changes in terms or conditions of employment. (89, 94)

F-10. Salaries and Benefits

The National Education Association believes that salary and benefit structures for education employees are matters for collective bargaining. The Association and its affiliates will closely monitor proposed or legislated salary and benefit structures and will strongly oppose those that bypass or undermine the bargaining process or negotiated agreements.

The Association insists that salary schedules should—

a. Be based on preparation, academic degrees, experience, professional growth, responsibilities, and full length of service

b. Assure that initial placement and advancement on the salary schedule are nondiscriminatory

c. Be independent of national certification unless the impact of any national certificate is determined through the collective bargaining process where it exists or by agreement of the local NEA affiliates in those states where it does not exist

d. Provide and maintain structural integrity through the use of an index or percentage guide for experience increments and levels of academic preparation

e. Assure that salary paid for summer employment, continuing education programs, extended contracts, conducting employee training or workshops, and extra duty is not less than the rate for regular pay

f. Provide for entry-level salaries and career earnings comparable to those of other professions and occupations with similar preparation and responsibilities and be structured to provide compensation levels that encourage classroom teachers to remain in the classroom and support personnel in the educational setting

g. Define "salary increase" to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule—exclusive of incremental adjustments—and all basic benefits.

The Association believes that local affiliates can best promote the economic welfare of all education employees, regardless of source of funding, by following the salary standards developed at the state and national levels. Extra duties performed by education employees should be on a voluntary basis and should be accompanied by equitable extra-duty pay.

The Association believes that performance pay schedules, such as merit pay, are inappropriate.

The Association urges its affiliates to seek the repeal of laws limiting maximum salaries and benefits for education employees.

The Association also urges its affiliates to seek legislation to prohibit the practice of limiting the number of years of experience an education employee can transfer.

The Association further believes that education employees should be provided with benefits including, but not limited to—

- Comprehensive insurance programs
 - Health
 - Dental
 - Vision
 - Hearing
 - Life
 - Legal
 - Workers' compensation
 - Long-term physical and mental disability
- Paid leaves
 - Sick leave, with unlimited accumulation
 - Personal leave with unlimited accumulation
 - Bereavement leave
 - Parental leave, including adoption
 - Dependent care leave
 - Sabbatical leave
 - Professional leave
 - Association leave
 - Religious leave
- Additional remuneration
 - Severance pay
 - Tuition reimbursement
 - Retirement compensation
 - Unemployment compensation
 - Benefit extension for laid-off employees
- Personal assistance
 - Personal assault protection, and in the event of assault, counseling services and leave that is not subject to sick or personal leave
 - Employee assistance program
 - Reimbursement for damages to or loss of personal property at work site
 - Child care center
 - An opportunity to participate in a cafeteria-type plan or plan authorized by Section 125 of the U.S. Federal Tax Code.

The Association believes that education employees should have access to comprehensive health, dental, and vision insurance and employee assistance programs for their spouses, domestic partners, and/or dependents.

The Association also believes that comprehensive health insurance, life insurance, and long-term disability insurance should be provided for education employees on official leave of absence or parental leave.

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The Association further believes that provisions should be made for retirees, their spouses, domestic partners, and/or dependents at their option to continue in the comprehensive health, dental, and vision care program of the school district, educational system, or institution.

The Association believes that all benefits for spouses should be equally available for domestic partners. (69, 94)

F-11. Economic Welfare

The National Education Association is opposed to imposition of any controls that place public employees in an inferior economic position, the elimination of programs that guarantee social and economic justice for the American people, and any program that increases unemployment. (79, 86)

F-12. Civil Rights—Employment Protection

The National Education Association, recognizing the continuing erosion of civil rights, reaffirms its commitment to protect the rights of all education employees. The Association urges all levels of government to monitor and enforce fair employment practice laws. The Association and its affiliates, working with federal, state, and local officials and agencies, shall work to promote enactment of and compliance with such laws and seek to include these rights in contractual agreements. (91, 94)

F-13. Continuing Employment and Fair Dismissal Practices

The National Education Association believes that security of position must be provided for all education employees through appropriate employment policies, including fair dismissal procedures.

The Association further believes that state laws must provide for the continuing employment and/or tenure of state and/or local education employees and that federal law must provide similar protection for education employees in federal schools.

The Association also believes that laws and master contracts must afford education employees due process, regardless of length of employment. Such laws and master contracts must provide for adequate written notice of a hearing, including the charges, and representation by legal counsel with the right to cross-examine witnesses and present evidence. A decision must be rendered by an impartial decisionmaker before demotion, dismissal, or nonrenewal of contract. Upon consolidation or separation of school districts, tenure, salary, and fringe benefits shall be no less favorable than any in effect prior to reorganization.

The Association opposes quotas on tenure and continuing contracts. (69, 93)

F-14. Reduction in Force

The National Education Association believes that one of its basic responsibilities is job security and urges its affiliates to support legislation and/or to negotiate in master contracts criteria to be utilized should reduction in force (RIF) occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action. Should RIF become necessary, the number of administrators, supervisors, and managers should be reduced at least in proportion to the number of other education employees being reduced. Contracts should establish recall procedures in which staff would be recalled in the reverse order in which they were laid off. Neighboring districts are encouraged to establish jointly such procedures that on a regional basis would provide priority hiring of laid-off education employees.

The Association urges local affiliates to negotiate RIF policies that exclude performance evaluation from consideration in the reduction-in-force process.

The Association urges affiliates to work cooperatively with governing boards and community leaders to assist in rehiring, relocating, and/or providing alternative career training for laid-off education employees.

The Association condemns the improper use of RIF to eliminate complete areas from comprehensive educational and pupil personnel programs.

It must be recognized that reduction of supportive staff and special staff and nonreplacement of retiring and other resigning teachers are both forms of reduction in force. (75, 93)

F-15. Mandated Retraining

The National Education Association believes that when a federal, state, or district mandate requires a school employee to be retrained, it is the responsibility of the mandating agency to provide released time for training, to compensate the employee at the employee's hourly rate of pay, and to provide for the cost of tuition, textbooks, and travel. (88, 90)

F-16. Protection of School Personnel

The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of school employees from physical attacks on their persons or property and that provide reimbursement for loss. In no event shall time lost due to injury caused by such physical attacks be deducted from accumulated sick leave.

The Association believes that when school personnel are the victims of physical attack, verbal abuse, theft, vandalism, or harassment due to gender, sexual orientation, or other causes, they should receive the full support of their employer in pursuing legal and other remedies.

The Association further believes that the local association must have the right to reflect professional concerns at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools. (70, 94)

F-17. Personnel Policies and Procedures

The National Education Association insists that personnel policies and procedures be written and developed cooperatively by local associations and their local boards of education or appropriate governing bodies. The Association further insists on a cooperative review for improvement of the personnel policies and procedures. Where it exists, improvements will be made through the negotiation process. (69, 86)

F-18. Site-Based Decisionmaking

The National Education Association supports site-based decisionmaking processes that are based on contractual/formal agreements between districts and local associations. The Association believes that the scope of local site decisionmaking should be limited only by the contractual/formal agreement. The Association further believes that such agreements must include the following elements:

- Voluntary participation by local sites
- A district-association structure for processing conflict resolution
- An agreement on the scope of decisionmaking authority available to sites
- Decisionmaking bodies composed of a majority of non-management education employees with all members selected by the constituency represented
- Compensated planning and training time for staff and governance bodies as well as additional resources necessary for successful implementation
- Compensation and/or released time for participating staff members. (90, 94)

F-19. Differentiated Staffing

The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless—

- Local affiliates are in agreement with the desirability of such a plan and act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrators in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing.

- The responsibilities of certificated and noncertificated staff are defined by certificated staff.

- The community is kept informed and its cooperation sought.

- Funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

Plans that meet these criteria are not necessarily appropriate in other situations and will not be promoted by the Association as national prototypes.

The Association will provide its affiliates with information about staffing patterns based on their effect on the education profession and the education process. In cases of misuse of differentiated staffing plans, the Association will assist its affiliates in correcting such abuse. (69, 86)

F-20. Job Sharing

The National Education Association supports the concept of voluntary job sharing as a means of providing a flexible employment opportunity to help meet the varying needs of school employees. The Association believes that there must be fair and equitable distribution of work between both job sharers in terms of the total number of hours of work and the work load.

The Association asserts that job sharing conditions of work must be subject to collective bargaining and that they require the following minimum conditions for successful implementation:

- Prorated application of the salary schedule with full recognition of years of experience
- An equitable share of all fringe benefits
- An agency shop provision
- The right to revert to full-time status
- No loss of rights gained through tenure/seniority
- Proportional credit toward seniority/retirement. (81, 92)

F-21. Misuse of Intern Programs

The National Education Association believes that intern programs should be utilized solely for the development of professional expertise and not as a means of supplanting or reducing educational staff and/or budget.

The Association will assist affiliates in correcting any misuse of intern programs. (77, 92)

F-22. Student Workers in Educational Institutions

The National Education Association recognizes the importance of providing employment opportunities for students in educational institutions. The Association deplores, however, the practice of employing students which results in the reduction of the number of permanent education employees. (92)

F-23. Noninstructional Personnel

The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the selection, orientation, and training of noninstructional personnel. The Association believes that school districts must provide appropriate continuing education programs for noninstructional personnel.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of noninstructional personnel as an excuse to increase class size. The Association insists that noninstructional personnel have written job descriptions that define their duties and that these employees be used only for assistance to classroom teachers. (69, 93)

F-24. Summer School, Extended School Year, and Year-Round Schools

The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, the extended school year, and year-round schools. Policies governing summer school, the extended school year, and year-round schools must take into consideration the impact on the community and be in accordance with the Association's principles for professional salaries and class size. Employment in these programs must be on a voluntary basis. (75, 86)

F-25. Unemployment/Disability Compensation

The National Education Association supports the inclusion of educators in unemployment and disability compensation legislation at the state and federal levels. (72, 86)

F-26. Subcontracting/Contracting Out

The National Education Association recognizes that all education employees share the same community of interest. The Association believes that greater emphasis must be placed upon securing and retaining the most capable employees. The Association believes that employees should not be displaced by private service providers or by temporary or part-time workers.

The Association further believes that school districts should not enter into subcontracting agreements that transfer education employees or that abrogate previously contracted benefits, reduce compensation, deny fringe benefits, and/or reduce or eliminate accumulated retirement experience and benefits. (77, 89)

F-27. Right to Privacy

The National Education Association believes that education employees should be guaranteed rights of privacy. These rights must include—

- Access to materials in personnel files, which includes being provided a list of all records maintained by an educational institution, being able to inspect and review such records, and obtaining copies of records, explanations, and interpretations of such records, and a record of past accesses
- Notification in writing within 10 working days of any placement of materials in an individual's file
- Access to records and opportunity to respond to any record and to challenge records through formal or informal hearings
- Provision to consent to or deny release of such records, including the right to receive copies of released materials and to purge inaccurate, misleading, and distorted materials
- Notification and enforcement of these rights by educational institutions
- A guarantee that only one personnel file per employee exists
- Confidentiality of medical records
- Freedom from fingerprinting as a condition of continued employment
- Refusal of any type of polygraph or lie detector test. (75, 94)

F-28. Privileged Communications

The National Education Association believes that communications between all education employees and students must be legally privileged. The Association further believes that communication between administrators and other education employees must be kept private without the consent of the affected employee. The Association urges its affiliates to aid in seeking legislation that provides this privilege and protects both educators and students. (74, 93)

F-29. Recording Devices in Schools

The National Education Association insists that the recording or electronic surveillance of the work of any educator without that person's permission must be prohibited. Any subsequent use of a recording or information obtained by electronic surveillance must have the educator's permission. (74, 86)

F-30. Protection of Education Employee Advocates

The National Education Association believes in the fundamental right of all education employees to organize in their own self-interest and to speak out in defense of education employees, students, and parents without fear of reprisal.

The Association condemns those boards of education, administrators, and public officials who attempt to fire, demote, transfer, or give punitive assignments to school staff members for their leadership in education employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all education employees and a desecration of the principles of a democratic education system.

The Association also believes that school administrators, boards of education, and other public officials should respect the dignity of education personnel and reaffirm the rights of citizens to organize through representatives of their own choosing as well as their rights to exercise all other constitutional guarantees.

The Association insists that local governing boards and administrators respect the right of Association members to use school property—such as message boxes and meeting rooms—for communication without censorship, prior restraint, or other interference.

The Association shall pursue every recourse to achieve redress of wrongs done to education employees and work for guarantees assuring education employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment. (76, 93)

F-31. Employee Rights Pending Court Action

The National Education Association believes that when criminal charges or civil lawsuits are filed against a school employee, the right of due process must be guaranteed. If an employee is removed from student contact or suspended from a position due to pending court action, all employment rights of the employee shall remain in force, including full compensation and job security.

The Association urges local affiliates to negotiate contract provisions covering procedures to be followed until final disposition of the case. (84, 86)

F-32. Allegations Against Education Employees

The National Education Association urges its affiliates to seek the enactment of state legislation, local ordinances, and school board policy that would protect education employees from allegations of child abuse made in bad faith.

Any such allegation should be investigated and resolved immediately. The name of the employee should not be publicly revealed until and unless there is a finding of guilt.

Counseling from an outside community agency should be provided for any education employee accused of child abuse, with emphasis upon the fact that such referral does not presume guilt. Additional counseling should be available for the innocent employee after the case is decided.

The Association also urges its affiliates to encourage enactment of federal, state, and local legislation that would assure due process for education employees accused of child abuse

and provide a mechanism whereby false or unfounded accusations can be expunged from all records. The Association further urges its affiliates to educate its members as to current practices in dealing with such allegations. (89, 93)

F-33. Health Examinations

The National Education Association opposes the imposition of physical and mental examinations by local school authorities for the purpose of harassment of school employees.

Physical and mental examinations of school employees should be required only when there is probable cause. Results of such examinations shall be subject to medical confidentiality, and the school employee shall be informed of all results.

The Association believes that health-related information must not be released without the written consent of the employee. The employee must have the right to examine and, if needed, correct his/her medical records.

The Association believes that the cost of any required physical or mental diagnostic procedure should be incurred by the agency that requires such procedure and that school employees should be guaranteed the right to select their own physician. (77, 90)

F-34. Drug and Alcohol Testing

The National Education Association believes in a drug- and alcohol-free workplace. However, the Association believes that mandatory and/or random drug and alcohol testing of employees and job applicants is an unwarranted and unconstitutional invasion of privacy and opposes such testing. (87, 94)

F-35. HIV/AIDS Testing of Education Employees

The National Education Association opposes mandatory/involuntary human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) testing of education employees or education employment applicants. (87, 93)

F-36. Employees with HIV/AIDS

The National Education Association believes that education employees shall not be fired, nonrenewed, suspended (with or without pay), transferred, or subjected to any other adverse employment action solely because they have tested positive for the human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) antibody or have been diagnosed as having HIV/AIDS. (87, 93)

F-37. Stress on School Personnel

The National Education Association believes that the dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among school employees.

The Association urges its local affiliates, in cooperation with local school authorities, to develop stress management and wellness programs that will facilitate the recognition, prevention, and treatment of stress-related health problems.

The Association further urges that the harmful effects of stress on school personnel be recognized and demands procedures that will ensure confidentiality and treatment without personal jeopardy.

The Association supports employee assistance programs (EAPs) as a voluntary resource that would assist school employees who are experiencing significant professional or personal problems by providing confidential, professional counseling leading to improved health and job effectiveness. (79, 94)

F-38. Medication and Medical Services in Schools

The National Education Association urges its affiliates to establish procedures for students who must use prescribed medication or who need other medical services during school hours. Procedures should provide that—

- Only medical personnel be required to administer such medication or perform such medical services.
- A physician's written verification of the student's need for medication or services be required.
- Written permission of the parent or guardian be required.
- The initial dosage of medication not be given in the school except in life-threatening situations. Initial dosage is the first dosage administered from the prescription.
- Each medication given be recorded on a medication log that includes date, time, and signature of the person giving the medication.
- Medication be delivered in and dispensed from a container properly labeled with the name and strength of medication, name of patient, name of physician, date of the original prescription, and directions for use.
- Proper storage for the medication be available.

The Association also urges its affiliates to work for legislation that will protect school personnel from all liability when the adopted procedure is followed. In addition, school personnel have the right to refuse without fear of disciplinary repercussions to administer medication and/or medical services for which school personnel feel unqualified or when proper equipment has not been provided. Medical personnel must be provided additional training by the district prior to performing the medical services in question. (77, 93)

F-39. Save Harmless/Education Employee Liability

The National Education Association believes that educational institutions should—

- Pay all costs—including attorneys' fees, expenses, and damages—incurred by employees and other agents in defending any civil action arising out of acts or omissions occurring during the performance of their duties
- Reimburse employees and other agents for all costs incurred in defending any criminal action arising out of acts or omissions occurring during the performance of their duties, provided that said action terminates in favor of the accused.

The Association recommends that educational institutions attempt to secure appropriate insurance to provide the aforesaid payment and reimbursement. (76, 91)

F-40. Transportation Liability Insurance

The National Education Association urges its affiliates to seek the enactment of state and local legislation that would require local school systems to provide and to incur the expense of

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transportation liability insurance for school employees who are requested or required to transport students by private vehicle for any school-related function. (78, 85)

F-41. Misuse of Part-Time Education Employees

The National Education Association believes that part-time education employees should receive the same salary and benefits as full-time education employees prorated according to the work load. The Association deprecates the practice of employing part-time education employees for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time education employee positions.

Further, the Association believes that part-time education employees should be employed only when an educational program requires specialized training or expertise not available among the full-time education employees and when the need for such training and expertise does not justify more than half-time employment. (76, 92)

F-42. Substitute Teachers

The National Education Association recognizes the important role of the substitute teacher. The Association encourages both the education community and the public to recognize the singular and specific function that substitute teachers perform in the maintenance and continuity of daily education. The Association believes that substitute teachers must meet the same standards as any other licensed teacher within the state. The Association further recognizes that licensed substitute teachers are professional educators and urges state and local affiliates to promote collective bargaining responsibilities and rights for substitute teachers.

The Association condemns the practice of assigning substitute teachers to regular positions for an extended duration of time. Positions created by extended absence should be filled by available licensed teachers who are eligible to be placed on contractual status by the school district. The Association condemns the use of licensed teachers to substitute for personnel on extended leave without providing full pay plus basic and fringe benefits for the substituting teacher. (75, 88)

F-43. Substitute Educational Support Personnel

The National Education Association recognizes the importance of substitute educational support personnel in the maintenance and continuity of daily operations. The Association believes that an educational support substitute must meet the same standards as the employee for whom he/she substitutes.

The Association supports the right of substitute employees to organize for collective bargaining purposes. The Association also supports the practice of providing schedule pay plus basic and fringe benefits for educational support personnel substituting for permanent educational support personnel on extended leave. (92)

F-44. Educators and Active Duty Service

The National Education Association believes that an education employee whose career is interrupted by a call to active duty service by the National Guard or the reserves should be guaranteed reemployment and all benefits that would accrue if the employee had continued in a position with the school system. (75, 93)

F-45. Employment in Federal Schools

The National Education Association believes that the federal schools should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association believes that all school employees should share equal responsibilities and that equal rights, benefits, and entitlements should be accorded to all teachers who are employed in federal schools.

The Association urges the development of policies that ensure a minimum of 120 days' notification of military installation and federal school closures. The Association further urges that personnel affected by these closures be provided support by the employer during this transition period. (71, 94)

F-46. Education in Correctional and Rehabilitation Agencies

The National Education Association believes that legislative and professional support should be given to members who teach in federal, state, and local correctional and rehabilitation institutions, hospitals, and other custodial agencies. The Association supports improving the standards of instruction in these institutions. (73, 86)

F-47. Retirement

The National Education Association shall provide leadership in retirement issues and believes that state and local retirement systems and programs should include—

- Autonomous boards of trustees, the majority of which are elected by and from the membership.
- Actuarial and investment policies that produce sound financing.
- Annual independent review and audit.
- Immediate and full vesting after not more than five years of service.
- Provisions for employee contributions to be a percentage of total compensation, not to exceed the amount contributed by employers. The employer may pay part or all of the employee contribution.
- Provisions permitting the purchase of credit earned while a member of another retirement system.
- Provisions permitting the purchase of credit for sabbatical leaves, maternity/paternity/adoption leaves, and any other approved leaves of absences.
- Normal retirement of at least 50 percent of the highest single year's rate of salary after 20 years of creditable service or at age 55 if fully vested, where actuarially sound, and with destacking provisions; voluntary retirement under these provisions.
- Disability retirement for a service-connected disability available to school employees from the first day of employment. Nonservice-connected disability retirement shall be available after five years of service. The benefit formula for disability retirement should yield benefits comparable to those of normal retirement.

j. Automatic cost-of-living increases to maintain purchasing power for retirees and beneficiaries.

k. A joint federal-state program to provide those who have been employed in two or more states, in Overseas Dependents Schools, or in other government schools with benefits substantially the same as they would have received if they had retired after a career in one state. Affiliates are urged to support state statutes and proposed federal legislation or any program providing portability coverage.

l. Full funding and equitable administration in the granting of retirement credit for military service or provision for purchasing up to five years of retirement credit for military service.

m. Nondiscrimination on the basis of gender or marital status.

n. Retirement credit for unused sick leave.

o. All compensation, including extra-duty pay, in computing retirement benefits.

p. Benefits not reduced by other sources of income, including Social Security benefits.

q. Preretirement counseling.

r. Retirement housing facilities that are funded from sources other than those designated for retirement benefits.

s. School employees' contributions and benefits that are not subject to federal income taxation.

t. Nondiscriminatory Internal Revenue Service rules and regulations.

u. An annual financial statement distributed to all members.

v. Tax-sheltered annuity and deferred compensation plans with a broad choice of programs available to all members. These plans should have actuarial tables that do not discriminate on the basis of race, gender, or national origin.

w. Provisions to purchase pension credit for any previous Department of Defense teaching service.

x. Fully paid comprehensive health insurance, including reimbursement for Medicare Part B premiums, for retired education employees, their spouses, domestic partners, and/or dependents.

y. Benefits that are free from double taxation or source taxation by states for retirees living outside of the state where the benefits were earned.

z. All retirement benefits for spouses be equally available for domestic partners.

aa. Benefit formulas that provide full-year credit for each school year worked and provide that credit regardless of the number of hours worked per day. (69, 94)

F-48. Social Security

The National Education Association believes that Social Security should be available to eligible education employees where desired, but should not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association urges the reform of Social Security laws to eliminate discriminatory offset provisions and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement.

The Association also believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues. The Association supports the goal of comprehensive health insurance for retirees. (77, 93)

F-49. Protection of Retirement System Assets and Earned Benefits

The National Education Association believes that retirement system assets can be invested in all types of investments. Equal consideration should be given to probable income and probable safety of the capital. All retirement benefits earned by school employees should under the law be payable to such school employees. Every effort should be made to maintain or improve existing retirement benefits. No person participating in a retirement system should be forced to accept any reduction in benefits below those in force at any time during the period of membership. The retirement benefits are earned and, therefore, inviolate.

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities, which reduces the financial soundness of the system and jeopardizes the security of school employee retirement benefits. The Association believes that these incursions on retirement systems can best be prevented by the passage of federal and/or state legislation.

The Association also believes that a retirement system should be exempt from federal regulations when its plan is in compliance with minimal standards prescribed by federal, state, and local statutes. (76, 86)

F-50. Management of Education Employee Retirement Assets

The National Education Association believes that the boards of education employee retirement systems should make every effort to participate in the decisionmaking process of corporations in which the systems hold stock by casting votes as stockholders that benefit the interests of the retirement systems and those of the united education profession and by electing to corporate boards members and/or representatives who support public education.

The Association further believes that the boards of retirement systems should coordinate their voting in companies in which they have a mutual interest. (94)

G. SECURE PROFESSIONAL AUTONOMY**G-1. Professional Standards Boards**

The National Education Association believes that the profession must govern itself. The Association also believes that each state should have a professional standards board, composed of a majority of practicing public school teachers.

Professional standards boards should have exclusive authority to license and to determine criteria for how a national cer-

tificate will be recognized for professional educators. Further, these boards should have the exclusive authority to establish the standards regarding licensure, including procedures for suspension and revocation. The Association opposes legislation that compromises the authority of state standards boards and urges the elimination of state statutes that conflict with this authority. The Association believes that these boards should apply NCATE standards as a minimum for granting, denying, or withdrawing the approval of teacher preparation programs. (69, 88)

G-2. Certification

The National Education Association supports voluntary professional certification by which the profession grants recognition to an individual who has met qualifications specified by the profession. The Association asserts that this function must be fulfilled by a national standards board of professional educators that is composed of a majority of practicing public school teachers.

The national standards board of professional educators should establish appropriate assessment procedures by which individuals may demonstrate competence in pedagogy and in subject matter areas, should issue permanent certificates to all individuals who meet the criteria as established by the national board, and should maintain a roster of those who have been certified.

The Association supports the periodic evaluation of such certification procedures to ascertain whether cultural, economic, gender, racial, or age bias is perpetuated by the requirements for certification. (87, 90)

G-3. Licensure

The National Education Association advocates rigorous state standards for entry into the teaching profession. These standards, as established by the professional standards boards, shall include above-average college grades, field training experience that includes student teaching, and passage of appropriate pedagogical and subject matter tests. Tests should be valid and unbiased and should be included as one element of comprehensive assessment for completion of a teacher preparation program as well as for licensure into the profession.

The Association asserts that a teaching license should signify that an individual entering the teaching profession is competent to teach. A teaching license must be recognized as the primary requirement for employment in every public and private school (pre-K through 12). No license should be issued unless an individual possesses the entry-level knowledge and skills required for teaching. No temporary or emergency licenses should be issued. No assignments should be permitted outside the teacher's area of licensure without appropriate concurrent retraining supported by the local district.

The Association urges the elimination of state statutes/regulations that require teachers to renew their licenses. Where such renewal continues to be required, standardized literacy and basic skills tests to determine competency should not be used.

The Association supports regulations that would put professional educators, the majority of whom are licensed and practicing public school teachers, in state licensing agencies.

The Association supports the periodic evaluation of licensure procedures to ascertain whether cultural, economic, gender, racial, or age bias is perpetuated by the requirements for licensure. (85, 90)

G-4. School Nurses

The National Education Association believes that all students should have access to the immediate services of a licensed professional school nurse. The Association urges affiliates to enroll school nurses in active membership and to seek legislation that provides licensure/certification and inclusion in collective bargaining agreements.

The Association believes that professional development programs should be available to all licensed/certified school nurses to augment their skills in delivering health care services. The Association further urges special programs for those school nurses who deal with students with disabilities.

The Association also believes that the school districts should apply for comprehensive school health education program grants from the U.S. Department of Education. (80, 94)

G-5. Accreditation of Teacher Preparation Institutions

The National Education Association believes that teacher education programs should be approved at two levels: at the state level through an agency such as a professional standards board and at the national level through the National Council for Accreditation of Teacher Education.

The Association believes that NCATE and its governing boards must include representatives of all levels of the teaching profession as well as students preparing to teach. (69, 87)

H. UNITE EDUCATIONAL EMPLOYEES FOR EFFECTIVE CITIZENSHIP**H-1. The Education Employee as a Citizen**

The National Education Association believes that every education employee has the right and obligation to be an informed and politically active citizen. The Association further believes that, as private citizens, education employees have the right to express their personal viewpoints in public without fear of censorship or intimidation. The Association supports voter education to alert new voters to voting laws and procedures and key political issues. The Association urges local affiliates to seek written governing board policies to guarantee education employees their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office, including boards of education. The Association also believes that local government units should be prevented from restricting the right of education employees to run for any elective office. Provisions should be made to enable education employees to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to carry out jury duty without personal financial loss.

Major decisions affecting schools, colleges, and universities are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of education employees to involve themselves in the selection, election, and reelection of qualified, committed candidates who support goals that will provide quality education.

The Association believes that it is the duty and responsibility of all involved in education to work for the recruitment, election, and reelection of proven friends of public education to public office. Therefore, the Association urges its members to become politically involved and to support the political action committees of the Association and its affiliates. (69, 85)

H-2. The Right to Know

The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate. Open meeting and public disclosure laws are essential to permit the monitoring of governmental actions. Therefore, the Association commits itself to protect the right of its members to be informed by their government, duly observing obvious national security interests. (72, 86)

H-3. The Right to Vote

The National Education Association believes that the principle of one-person—one vote must apply at all levels of government, including the election of the President of the United States.

The Association recognizes the right to vote as a constitutional right that should be guaranteed to all people. The Association therefore urges support for the continued maintenance of the provisions of the Voting Rights Act of 1965.

The Association urges its affiliates to support simplified voting and absentee-voting provisions for all elections and uniform registration requirements without restrictive residency provisions. (71, 86)

H-4. U.S. Constitutional Convention

The National Education Association believes that the U.S. Constitution safeguards freedoms fundamental to our society. The Association urges that all proposed changes to the Constitution be directed through the traditional congressional proposal and state ratification process rather than through the convening of a constitutional convention, which opens the Constitution to the possibility of total revision. (82, 86)

H-5. Member Involvement in Community Organizations

The National Education Association encourages its members to become involved in citizen-based community organizations and to influence those organizations to address issues of common concern to their local, state, and national education associations. (92)

H-6. National Health Care Policy

The National Education Association believes that affordable, comprehensive health care is the right of every resident.

The Association supports the adoption of a single-payer health care plan for all residents of the United States, its territories, and the Commonwealth of Puerto Rico.

The Association will support health care reform measures that move the United States closer to this goal and that achieve universal and comprehensive health care coverage, control costs while assuring quality, emphasize prevention of health care problems, and are financed by means that assure greater equity in the funding of that health care.

The Association further believes that until a single-payer health care plan is adopted, Congress should make no cuts in Medicare/Medicaid benefit levels or in federal funding of the Medicare/Medicaid program. (78, 94)

H-7. Energy Programs

The National Education Association believes that a national energy policy must be established that would reflect the efficient use of energy from all sources, urge research to develop new sources of energy, stress rapid development of renewable energy sources, and promote conservation.

The Association urges its affiliates to support legislation that would ensure the energy-efficient operation of public schools during the school year and encourages the use of new energy sources and energy-efficient design in school renovation and construction.

The Association encourages its local affiliates to support efforts that develop energy conservation awareness and school building energy audit programs. The Association urges the support of programs to investigate energy efficiency recommendations, research, and public health and safety programs for all educational levels in the schools. (77, 94)

H-8. Environmental Responsibility

The National Education Association believes that businesses and governmental agencies should be responsible for designing, producing, and using products that are reusable, recyclable, biodegradable, or disposable without contaminating the environment.

The Association encourages its affiliates and members to include these criteria in selection of products for use and to work with school districts in developing districtwide purchasing policies using these criteria.

The Association further believes that business and governmental agencies should dispose of waste in a manner that will have the least possible impact on the environment. (90, 92)

H-9. Historic Preservation

The National Education Association encourages the preservation of historically significant lands and structures for the purposes of preserving our nation's heritage and maintaining important historic resources for future generations. (90, 94)

H-10. Statehood for the District of Columbia

The National Education Association affirms that all citizens of the United States should enjoy the full benefits of citizenship. Accordingly, the Association urges its affiliates to support efforts to achieve statehood for the District of Columbia.

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The Association believes that the concept of fiscal autonomy is consistent with this position and that the federal payment to the District of Columbia should be based on an established formula. (69, 88)

I. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

I-1. Peace and International Relations

The National Education Association recognizes the interdependence of all people. The Association believes that peace is superior to war and, in this nuclear age, is basic to the survival of civilization.

The Association urges the nations of the world, through cooperative talks, to develop treaties and disarmament agreements that reduce the danger of nuclear and conventional wars so that resources may be used to improve the quality of life.

The Association supports the peaceful uses of outer space and opposes federal spending that would extend the arms race into outer space.

The Association recognizes that the United Nations can be an effective instrument for furthering world peace, supports the 1948 UN resolution relating to genocide, and promotes the rights of all people by exposing the horrors of war, racism, and genocide.

The Association supports the concept of a U.S. Institute of Peace. The Institute should be sufficiently funded to provide programs, training, and research data in developing peacemaking and conflict resolution skills as well as provide for the publication and dissemination of information in this field.

The Association further supports the development of peace and conflict resolution curricula in teacher preparation programs.

The Association, with its affiliates and members, will promote the ideals of peace, freedom, and human dignity based upon genuine respect for an understanding of individual and cultural diversity. (73, 93)

I-2. Peaceful Resolution of Conflicts

The National Education Association urges the nations of the world to develop, through cooperative talks, treaties that guarantee the rights of nations to coexist within safe and secure borders. The Association applauds those nations that have negotiated and continue to negotiate agreements with further guarantees of peace and cooperation.

The Association believes that the Education International should continue to facilitate the building of bridges of understanding and peace by initiating dialogue among teachers in areas of conflict. (85, 91)

I-3. World Court

The National Education Association believes in the concept of the rule of law throughout the world and recognizes that the World Court is one instrument to resolve international disputes peacefully.

The Association urges participation by the United States in deliberations before the court. (86)

I-4. World Hunger

The National Education Association believes that worldwide attention needs to be focused on hunger and malnutrition. The Association supports continued relief to those in need as well as the education of children, youth, and adults concerning world hunger and its effects so that they may develop the capacity and the commitment to resolve these problems. (75, 89)

I-5. Covert Operations and Counterintelligence Activities

The National Education Association believes that U.S. covert operations and counterintelligence activities should be compatible with the basic principles of our democratic society.

The Association further believes that all such activities should be conducted under the jurisdiction of the executive and legislative branches of our government and that individuals must be held accountable when they work outside of the specific directives issued for a given operation. (89)

I-6. Nuclear Freeze/Reduction

The National Education Association believes that nuclear war, the common enemy of all nations and peoples, is not survivable. The Association believes that the proliferation of weapons technology and the sale and distribution of conventional and nuclear weapons increase the possibility of nuclear war.

The Association urges the United States and all other nations to adopt a verifiable freeze on the testing, development, production, upgrading, emplacement, and deployment of nuclear weapons and all systems designed to deliver nuclear weapons. To that end, the Association supports the development of treaties for the cessation of all nuclear weapons testing, providing they contain adequate enforcement machinery, including on-site inspections. The Association supports the development of treaties to reduce the world's nuclear weapons arsenals. (82, 93)

I-7. Nuclear Facilities, Radioactive/Chemical Pollutants, and Waste Incineration

The National Education Association believes that strict monitoring of nuclear facilities and radioactive/chemical pollutants and waste incineration should be required. The Association urges the development and implementation of new technologies for the safe transport and recycling of all wastes. It further urges regulation of the U.S. Department of Energy by an independent agency to reduce the further radioactive pollution of our environment.

The Association supports programs that would educate the public to the dangers and benefits of nuclear power, recycling of nuclear wastes, problems of nuclear waste disposal, and health risks associated with waste incineration.

The Association believes that the people of a state should make the final determination as to whether or not toxic and/or nuclear waste processing sites or the transportation of nuclear waste shall be within their state boundaries. Contiguous states directly affected environmentally by processing sites should be included in the final determination. Strict guidelines concerning the construction and operation of waste incinerators should be required. The Association further believes that such facilities

should not be constructed within a 10-mile radius of any school facility.

The Association urges its affiliates to seek legislation and local policies to ensure a safe environment. The Association further believes that education employees must be involved in the development and dissemination of emergency plans in the case of accidents that potentially could result in environmental or health hazards. (89, 92)

I-8. Global Environmental Restoration

The National Education Association believes that when pollution occurs the responsible entities must be accountable for an expeditious, complete cleanup and restoration of the environment and its ecological systems. (90, 93)

I-9. International Consumer Protection

The National Education Association believes that products sold and/or advertised abroad by U.S.-based companies must at least meet the consumer, health, and safety standards that are required for trade within the United States.

Furthermore, the Association opposes coercing other nations to accept U.S. products that do not meet those nations' consumer, health, and safety standards or practices. (90)

I-10. Human Rights

The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual, including equal access to education. The Association deprecates the use of any action that limits or prohibits the free and responsible exercise of these rights. The Association calls on the world community of educators to lead in the effort to prevent any encroachment on basic human and civil rights and urges the U.S. government to withhold all forms of military aid to governments that violate these rights.

The Association believes that violence is abhorrent. The Association condemns tolerance of violence, calls on all nations of the world to pass and enforce measures to curtail and prevent actions and practices that inflict pain, suffering, mutilation or death, and to offer asylum to those threatened by abhorrent actions.

The Association deprecates the holding of hostages, all forms of torture, and the taking of human life in the name of making a political statement.

The Association believes that it is the responsibility of all governments to discourage such actions by individuals or groups of individuals.

The Association calls upon all nations to release all educators and students who are being held without charge and to refrain from the use of coercion and arbitrary detention to punish the people of a specific area of their territories. (77, 94)

I-11. Civil Rights

The National Education Association is committed to the achievement of a totally integrated society. The Association calls upon Americans to eliminate—by statute and practice—barriers of race, color, national origin, religion, philosophical beliefs, political beliefs, gender, sexual orientation, age, disability, size, marital status, and economic status that prevent some individuals, adult or juvenile, from exercising rights enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgment of human and civil rights. All individuals must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (69, 94)

I-12. Human and Civil Rights of Children and Youth

The National Education Association believes that the human and civil rights of children and youth must be protected.

The Association opposes the exploitation of children and youth under any circumstances. The Association condemns the use of children and youth by organizations, governments, and dissident political/military movements to advance their political objectives. The Association deprecates abuses of the rights of children and youth that may occur when governments suspend legal guarantees during times of political unrest and thereby subject young people to physical or mental abuse, violence, and unwarranted detention or incarceration.

The Association opposes the impress or acceptance of minors into the service of the armed forces of any government or into the service of revolutionary forces under any circumstances.

The Association further believes that children and youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers in such centers must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children and youth in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed. The Association opposes the placement of children and youth who are not charged with any offense in facilities with those persons who are charged with criminal offenses. There should be separate facilities for these detained minors.

The Association opposes the imposition of the death penalty or life imprisonment without parole on individuals whose offenses were committed prior to age 18. (88)

I-13. Family Planning

The National Education Association supports family planning, including the right to reproductive freedom.

The Association urges the government to give high priority to making available all methods of family planning to women and men unable to take advantage of private facilities.

The Association further urges the implementation of community-operated, school-based family planning clinics that will provide intensive counseling by trained personnel. (85, 86)

I-14. The Right to Organize

The National Education Association believes that all people have the right to organize in order to achieve an improvement of their living conditions through their own free and independent unions and organizations. The Association urges that this

right be advocated where it is now abused or denied and strengthened where it is now secured.

The Association deprecates antiunion activities by business interests, school districts, and government agencies, including efforts that attempt to destroy and undermine labor unions and organizations, penalize members for union involvement, and deprive workers of their right to organize and bargain. (82, 93)

I-15. Displaced Workers

The National Education Association believes that entities that close, move, sell, downsize, or reorganize their facilities have an obligation to provide displaced employees with a variety of retraining and support programs. These entities shall assist their employees with placement in jobs having comparable pay and benefits and shall maintain existing union contracts.

The Association opposes the use of public funds to encourage the movement of U.S. companies to other countries at the expense of U.S. union labor. (92, 93)

I-16. Use of Union-Made Products and Services

The National Education Association recognizes the historical role of organized labor in its struggle for economic and social justice. The Association advocates the use of union-made products and services. The Association supports the use of appropriately established boycotts and picket lines. (91, 94)

I-17. Migrant Workers

The National Education Association is concerned with the plight of migrant workers.

The Association supports the efforts of migrant workers to be represented in collective bargaining by the organization of their choice. (85)

I-18. Immigration

The National Education Association supports efforts to improve the immigration process, including the provision of due process, political asylum, and timely legalization without regard to national origin.

The Association supports immigration policies that guarantee human rights and protect the integrity of the family unit without discrimination.

The Association believes that English and citizenship classes must be available in sufficient numbers to ensure that immigrating individuals can comply with all federal mandates for permanent residence and/or citizenship. (84, 89)

I-19. Housing and Health Care for All

The National Education Association believes that all members of our society have the right to adequate housing and health care.

The Association urges its affiliates, in conjunction with local school/community groups, to seek and support legislation, policies, and programs to provide adequate housing and health care for the homeless and for all members of our society. (89, 91)

I-20. Fair Housing

The National Education Association believes that all citizens should be free to reside in the communities of their choice. The Association urges local affiliates, in conjunction with other school/community groups, to lead in breaking down barriers that limit this freedom. The Association strongly opposes the discriminatory practice of redlining and urges affiliates to work toward its elimination. (69, 87)

I-21. Invasion of Privacy

The National Education Association believes that every individual has a right to privacy. The Association continues to be concerned about the indiscriminate surveillance of citizens or groups by private and public agencies. The Association condemns the use of information gathered and stored and the exchange of such information without explicit release from the person or persons involved.

The Association recognizes that such rights to privacy and confidentiality must be guaranteed through federal and state legislation. The Association urges its affiliates to seek legislation that will guarantee these rights. (70, 86)

I-22. Freedom of Creative Expression

The National Education Association supports freedom of expression in the creative arts and therefore deprecates any efforts by government to suppress, directly or indirectly, such expression. The Association further supports the freedom of publicly funded agencies to exercise judgment in the awarding of grants to individuals and organizations. (90)

I-23. Violence Against Women and Girls Worldwide

The National Education Association believes that domestic and other violence against women and girls is abhorrent. Therefore, the Association condemns tolerance of violence against women and girls and calls on the nations of the world to pass and enforce measures to curtail and prevent actions, policies, and practices that inflict pain, suffering, or death. (93, 94)

I-24. Sexual Assault

The National Education Association supports efforts that will prevent and protect members of our society from becoming victims of sexual assault. The Association urges states to develop a systematic process for gathering evidence when such assault occurs and supports the use of DNA testing as a means to identify perpetrators of sexual assault. Further, the Association supports fair and equitable treatment by health, hospital, and law enforcement agencies for sexual assault victims. The Association believes that it is a violation of the victims' right to privacy to release the names of the victims or to have their past sexual history admitted as evidence in assault cases. The Association recognizes the importance of and urges the rehabilitation of the assailant and the protection of due process rights for both the victim and the assailant. (81, 91)

I-25. Human Relations in the School

The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in all schools, the Association calls for—

a. School recruitment and staffing policies that will ensure culturally diverse school employees

b. Appropriate classroom and other student-related activities, particularly those that are responsive to the cultural diversity and historical backgrounds of our society

c. Further development of continuing education programs to educate school and community personnel

d. Reduction of the ratio of students to licensed staff. This reduction should be to the level teachers determine to be essential to improved learning

e. Development of ways to improve community-police and student-police relations through the joint efforts of school, community, and law enforcement agencies

f. Joint discussions to promote understanding of human and civil rights and responsibilities in all segments of society

g. Development and implementation of curricula that teach students about positive human relations. (72, 94)

I-26. Martin Luther King Day

The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations by conducting special activities. The Association recommends that state associations actively continue to seek the passage of legislation proclaiming Martin Luther King Day as a state holiday in every state. The Association encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons. (69, 93)

I-27. Sectarian Practices in the School Program

The National Education Association believes that the constitutional provisions on the establishment of and the free exercise of religion in the First Amendment require that there be no sectarian practices in the public school program.

The Association opposes the imposition of sectarian practices in the public school program and urges its affiliates to do the same. (78, 86)

I-28. Control of Guns and Other Deadly Weapons

The National Education Association believes that stricter legislation is needed to control guns and other deadly weapons. The Association supports legislation that provides for prescriptive controls on the manufacture, distribution, and sale of handguns, with particular efforts to eliminate easily obtained, low-cost handguns—commonly described as Saturday Night Specials.

The Association further believes that the sale and possession by the private sector of automatic and semiautomatic paramilitary weapons, such as UZI submachine guns and AK-47 assault rifles, should be illegal.

The Association believes that severe penalties should be enacted and strenuously enforced for criminal actions involving guns and other deadly weapons, especially in school settings, and for those who profit from the illegal sale and distribution of these weapons. (82, 89)

I-29. Victims of a Crime

The National Education Association believes that victims of a crime should be treated with dignity and compassion, without the fear of intimidation.

The Association believes that it is essential that victims be notified of and have the right to be present/represented at all legal proceedings of the accused, including parole hearings.

Victims and their families must have access to free counseling and support services. They must also be made aware of available services and programs. The Association further believes that such programs should be funded by the appropriate government agencies. (87, 90)

I-30. Military Veterans

The National Education Association believes that many veterans of military conflicts are suffering physical, social, and psychological problems because of their involvement in combat and related military activities, the full effects of which are still not known. The Association urges that federal and state legislation continue to be enacted to increase benefits and programs, including retirement benefits, for these military veterans to meet their needs now and in the future. (81, 87)

I-31. Highway Safety

The National Education Association believes that people should be protected from death and injury that result from the operation of motor vehicles by drivers under the influence of alcohol, drugs, or other mind-altering substances. To this end, the Association urges its members and affiliates to—

a. Support enactment and enforcement of effective and equitable legislation regulating driving while under the influence.

b. Advocate appropriate educational experiences for students regarding the effects of driving while under the influence.

c. Support recognized community and school groups in their efforts to reduce death and injury from accidents caused by drivers under the influence.

d. Support legislation requiring mandatory restraint of all passengers in motor vehicles, excluding school buses. The legislation should require the use of seat belts for adults and minor children and approved car seats for infants.

e. Support legislation requiring the use of helmets for bicycle and motorcycle riders.

f. Advocate for the continued research and development of safety features and passive restraint systems for passengers in school buses and for the inclusion of those features shown to be effective. (82, 93)

I-32. Federal Support for Public Welfare

The National Education Association believes that conditions that increase reliance on public welfare must be alleviated. The Association also believes that the costs and operation of public welfare should be assumed by the federal government and be based on standards of human dignity. (71, 93)

I-33. Protection Against Age Harassment

The National Education Association believes that school employees should be protected from harassment because of age. The Association encourages its affiliates to work with local school districts and institutions of higher education to—

RESOLUTIONS

a. Establish strong policies that grant those at or approaching retirement age freedom in their options to continue education employment or to retire

b. Develop educational programs designed to help individuals recognize, understand, prevent, and combat harassment because of age

c. Develop and publicize a grievance procedure that encourages the reporting of incidents of harassment because of age, resolves complaints promptly, and protects the rights of all parties. (89)

I-34. Protection of Senior Citizens

The National Education Association urges that attention be brought to the plight of senior citizens who suffer physical, mental, and economic abuse.

The Association condemns those policies and practices tolerated at the state and federal levels that result in poor medical care; physical, mental, and economic abuse; excessive pharmaceutical charges; inadequate dietary programs; deteriorating living quarters; and untrained staff for patients and residents of nursing and retirement homes.

The Association supports legislation and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest senior citizens of their financial resources.

The Association urges its affiliates to join in political action to bring about legislative and administrative reform at the state and national levels. (78, 87)

I-35. People Living With HIV/AIDS

The National Education Association believes that people living with human immunodeficiency virus (HIV) or with acquired immunodeficiency syndrome (AIDS) should be ensured fair and equitable treatment allowing equal access to education, employment, living conditions, and all rights guaranteed by law. (94)

I-36. Accessibility for Persons with Disabilities

The National Education Association believes that school districts and Association affiliates should make their respective buildings accessible and adaptable to persons with disabilities. The Association further believes that all public buildings and voting places should be accessible and adaptable to persons with disabilities. (88, 92)

I-37. Protection of Persons with Mental Disabilities

The National Education Association believes that the human and civil rights of individuals with mental disabilities must be protected.

The Association further believes that individuals with mental disabilities who have committed criminal offenses should receive all diagnostic and/or psychological services that meet their needs and guarantee their right not to be abused while incarcerated. Further, the Association believes that individuals with mental disabilities should not be subjected to capital punishment. (89, 92)

I-38. Care of the Mentally Ill

The National Education Association believes that it is society's responsibility to provide quality care for individuals suffering from debilitating mental illness.

Such persons should have access, as needed, to primary hospital care, outpatient services, necessary medication, social services, and housing in the least restrictive environment.

Financial assistance for such care should be based upon the ability of the individual to pay. (86)

I-39. Elimination of Racial, Ethnic, and Religious Discrimination

The National Education Association is committed to the elimination of racial, ethnic, and religious discrimination in all its forms.

The Association condemns any system of racial discrimination and exploitation and believes that sanctions are both justified and necessary against countries which utilize or support such practices.

The Association recognizes the need for support of South African individuals and organizations that are dedicating themselves to peaceful transition into postapartheid South Africa.

The Association supports organized preschool projects, community-organized self-help projects, and direct contact between South African local teachers associations and local NEA affiliates. (76, 94)

I-40. Institutional Discrimination

The National Education Association believes that organizations are strengthened by offering membership on a non-discriminatory basis.

The Association shall not participate in programs sponsored by any organization and/or its auxiliary that deny membership to certain segments of our society on a discriminatory basis when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses. (74, 86)

I-41. Use of Prejudicial Terms and Symbols

The National Education Association deplores prejudice based on race, ethnicity, religion, sexual orientation, gender, age, disability, size, marital status, or economic status and rejects the use of names, symbols, caricatures, emblems, logos, and mascots that promote such prejudice. (92, 94)

I-42. Hate-Motivated Violence

The National Education Association deplores incidents of hate-motivated physical and verbal attacks against individuals

or groups because of their race, color, national origin, religion, gender, sexual orientation, age, disability, size, marital status, or economic condition. The Association further deplores materials that actively promote such incidents.

The Association urges its affiliates, in conjunction with community groups, to create an awareness of hate-motivated, violent activities and to develop programs to oppose them. The Association supports its affiliates in their efforts to bring about clear and consistent law enforcement to protect the civil and human rights of the victims of hate-motivated, violent actions. (91, 94)

I-43. Violence Against and Exploitation of Asian/Pacific Islanders

The National Education Association is committed to the elimination of racial and ethnic discrimination in all its forms. The Association deplores the resurgence of covert and overt anti-Asian/Pacific Islander sentiments, threats, and incidents of racially motivated physical and verbal attacks. The Association believes that community-based educational awareness programs should be developed in conjunction with Asian/Pacific Islander groups to create an awareness of this violence. The Association supports its affiliates in their efforts to bring about clear and consistent law enforcement to protect the civil and human rights of the victims of racial violence.

The Association deplores the exploitation of women by organizations that advertise mail-order brides in their catalogs. (84, 85)

I-44. Internment/Containment Policies

The National Education Association recognizes that restrictive and/or punitive action based on race or national origin is a violation of constitutional guarantees and is repugnant to the American ideals of life, liberty, and property.

The Association believes that the practice of internment/containment of racially identifiable segments of our newly immigrated and current populations must be stopped. (82, 93)

I-45. Reparation of Native American Remains

The National Education Association believes in the dignity of the dead and encourages laws to prevent the robbing of graves.

The Association believes that the remains of thousands of Native Americans in storage throughout the United States should be returned for interment to the tribes and/or areas from which they were taken. The Association further believes that American Indian sacred items in museum collections should be returned to the tribes of their origin. (89)

I-46. English as the Official Language

The National Education Association recognizes the importance of an individual's native language and culture and the need to promote and preserve them through instruction, public service announcements, and all other forms of communication.

The Association believes that, although English is the language of political and economic communication in the United States, efforts to legislate English as the official language disregard cultural pluralism; deprive those in need of education, social services, and employment; and must be challenged. (87, 93)

I-47. Inclusive Medical Studies

The National Education Association believes that women and members of racial minority groups must be included in the samples of all medical studies, surveys, and research purporting to yield results applicable to all segments of a population. (91)

I-48. Sexual Harassment

The National Education Association recognizes that sexual harassment is a form of sex discrimination or abuse.

The Association believes that classroom teachers, faculty, staff, and students should be protected from sexual harassment. The Association encourages its affiliates to work with local school districts and institutions of higher education to—

a. Establish strong policies defining and prohibiting sexual harassment

b. Develop educational programs designed to help people recognize, understand, prevent, combat, and eliminate sexual harassment

c. Develop and publicize a grievance procedure that encourages the reporting of incidents of sexual harassment, resolves complaints promptly, and protects the rights of all parties. (88, 94)

I-49. Equal Opportunity for Women

The National Education Association insists that all persons, regardless of gender, be given equal opportunity for employment, promotion, compensation (including equal pay for comparable work), and leadership in all activities.

The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which guarantees that equality of rights under the law shall not be denied or abridged by the United States or by any state because of gender. The Association urges its affiliates to support ratification of such an amendment. The Association also supports the enactment and full funding of the Women's Educational Equity Act.

The Association believes that the Equal Employment Opportunity Commission must have cease-and-desist authority to act in all cases of discrimination based on race, creed, color, age, national origin, sexual orientation, and gender.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include family leave, maternity leave, paternity leave, leave for adoption of a child, child-care leave, and professional leave which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association urges national, state, and local agencies to include research specifically related to women and their health problems and concerns.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of women's education committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated and endorses the use of nonsexist language. (69, 93)

I-50. Personal Relationships in Higher Education

The National Education Association recognizes that in institutions of higher education adult students and educators may establish personal relationships. However, such relationships should be voluntary and not be used to coerce or influence others for personal advantage. Thus, the Association believes that sexual relationships between a faculty member and a student currently enrolled in the faculty member's course, or under the supervision or direction of any higher education employee, are unprofessional. The Association urges its affiliates in institutions of higher education to establish strong policies declaring such relationships unprofessional. (89, 94)

I-51. Minority-Owned Businesses

The National Education Association believes that minority-owned businesses should be encouraged. The Association urges the federal government to initiate and continue policies that encourage minority-owned businesses. (89)

I-52. Integration in the Public Schools

The National Education Association believes that it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices, such as geographic realignment, pairing of schools, grade pairing, and satellite and magnet schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association urges its affiliates to encourage school boards to study and consider seriously the negative impact on minority students when schools located in minority neighborhoods are targeted for closing.

The Association will assist its affiliates to assure that education employees, parents, and students are involved in the development of plans designed to achieve integration. The Association urges state and federal agencies to provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees—consisting of members designated by the local education association, parents, and representatives of community organizations, business, clergy, and media—that reflect the ethnic makeup of the community in developing, implementing, and evaluating student desegregation plans.

The Association believes that integrated schools must provide students with equal access to all curricular and extracurricular programs and to technological equipment and knowledge.

The Association opposes any attempts to delay or impede implementation of desegregation orders and will, therefore, resist efforts of school boards to resegregate integrated schools.

The Association will continue to oppose vigorously the systematic displacement or demotion of minority, especially Black, teachers and administrators to achieve integration. The Association also opposes actions of boards of education to finance integration plans through reduction of school staff. In addition, the Association will oppose the capricious reassignment and displacement of Hispanic teachers and administrators because of desegregation and bilingual programs. (69, 93)

I-53. Ethnic-Minority Educators

The National Education Association believes that multiracial teaching staffs are essential to the operation of schools. The Association deplores the current trend of diminishing numbers of ethnic-minority educators.

The Association urges local and state affiliates and appropriate governing bodies and agencies to work to increase the number of ethnic-minority teachers and administrators to a percentage at least equal to, but not limited to, the percentage of the ethnic minority in the general population. The Association further urges U.S. Department of Defense schools actively to recruit and hire ethnic-minority educators. (79, 89)

J. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT, UNITED EDUCATION PROFESSION

J-1. Strong Professional Associations

The National Education Association believes that an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations.

The Association further believes that the unity of effort of a professional organization promotes the interests of its members and advances a strong, healthy learning environment. (74, 94)

J-2. Supporting Locals in Jeopardy

The National Education Association believes that assistance should be afforded to those affiliates that exist within concentrated territories of competing organizations. The Association urges its affiliates to initiate and support programs that will strengthen and enhance the local organizational structure and promote membership growth within the Association. Continuous communications and cooperation of local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations.

The Association believes that assistance should be given to those local associations that have been—

a. Targeted for take-over efforts

b. Taken over by competing organizations

c. The object of "association busting."

The Association further urges that members of affiliated locals that are not the bargaining agent be provided an effective means of processing grievances. (76, 86)

J-3. Membership Participation in the Association

The National Education Association believes that every member has the right and obligation to participate fully in the Association. The opportunity to participate in the Association

must be afforded every member without fear, intimidation, or retribution.

The Association also believes that school policies should provide released time without loss of pay to those who are fulfilling leadership responsibilities, attending meetings, or participating in other Association activities. (69, 94)

J-4. Minority Participation in the Association

The National Education Association believes that at every phase of governance and on all decisionmaking levels of the Association there should be minority participation at least proportionate to the identified ethnic-minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions consistent with Association affirmative action policies.

The Association urges its affiliates to maintain the commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association believes that there is a need for systematic evaluation of minority participation at all levels. (72, 92)

J-5. Student Member Participation

The National Education Association believes that eligible students should have the opportunity to join the Association. The Association further believes that students should be encouraged to participate in the Association at the local, state, and national levels. Preprofessional and leadership training should be priorities.

Further, the Association believes that local advisers should be members of the Association. (91, 94)

J-6. Retired Member Participation

The National Education Association believes that its retired members should have the opportunity to participate in the Association at the local, state, and national levels.

The Association further believes that retired members are a valuable asset in furthering the goals of the Association in areas including, but not limited to, political action, legislative lobbying, member training, crisis assistance, and other programs in which their years of experience have lead to their cumulative expertise. (76, 94)

J-7. Promotion of Teaching as a Career Choice

The National Education Association supports the concept of an organization of high school students interested in the field of education as a profession and urges its state affiliates to promote this concept. The Association encourages its members to serve as advisers for these organizations. (80, 92)

J-8. Universal Teacher Rights

The National Education Association supports the efforts of all associations of educators in the world to secure basic rights for their members. The Association commends those teachers and students around the world who champion academic freedom and campaign against illiteracy, especially when their activities must be conducted under oppressive and often life-threatening conditions.

The Association stands ready to help all associations of educators obtain their basic rights as listed in the NEA resolutions.

The Association condemns all governments for their roles in any acts of injustice against teachers and their organizations and, thus, the children and youth of those countries. The Association urges the U.S. government to refrain from supporting any governments that suppress academic freedom and literacy.

The Association urges the U.S. government to refrain from any plan for overt or covert action that would destabilize or overthrow any government or would adversely affect a government's successful campaign to improve literacy, equal education support, health care, and living and working conditions. (81, 93)

J-9. Organizations of Other Nations

The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the Education International and will continue to cooperate with professional education organizations of other nations. (69, 93)

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For information about an NEA Online subscription, check the special insert offer in this month's *NEA Today*.

Letters



HELPING GET BY

I was so happy to see your article "It Takes Two" (In the Classroom, May). I am an elementary teacher who retired last year. I was lucky enough one year to have Dorothy, an aide to a handicapped boy, in my room. I did not realize how much I could accomplish with a helper.

There are so many teachers out there trying hard to do a good job, but they're handicapped by lack of time and too much paperwork. If the paperwork could be reduced or assigned to others, teachers would be able to create more interesting and motivating lessons. Right on—an aide for all teachers!

Cora Biernat
Minneapolis, Minnesota

VOLUNTEER VETS

Teacher Frank Yusko is to be congratulated on his efforts to make World War II come alive for his students (International, May). The eyewitnesses who talk to his class are especially effective. The list of resources provided on the same page concerning World War II will be helpful for anyone trying to make this period more real for their students.

Given the recent interest in the Holocaust, another source that should be consulted is the large number of American survivors of World War II prison camps. Only 41 percent of American prisoners in the Pacific returned home after World War II, and many of their stories rival those told by Holocaust survivors.

Several hundred died on the Bataan Death March (along with several thousand Filipinos), and thousands more died because of mistreatment by their captors.

For more information, educators can contact the Defenders of Bataan and Corregidor (18 Warbler Dr., McKees Rock, PA 15136) and the American Ex-Prisoners of War Inc. (3201 E. Pioneer Parkway No. 40, Arlington, TX 76010-5396).

There are many local chapters of both organizations, and several maintain speakers bureaus that provide members to come and speak to classrooms. I have found without

any exceptions that these men are moving and eloquent in their presentations. A number are retired teachers.

I hope more history and social studies classes take advantage of this valuable source while there is still time. Like Frank Yusko, I enjoy history, and through my study of these survivors, I realize what a gigantic debt of gratitude we owe the entire World War II generation.

Richard Slater
Camano Island, Washington

DEBATE DEBUNKED

I think you should rename one of your features. Instead of calling it "Debate," you should call it "Two Perspectives on the Same Issue." In the May issue ("Has Integration Failed?"), both "debaters" had the same view; that is not a debate.

Given the concern for higher-level thinking skills, I'm upset that a newspaper for educators doesn't seem to have the resources for a real debate. Imagine how stimulating it would be to have two opposing ideas given credence.

Marsden Crosby
Greene, New York

RUINED REPUTATIONS

Like Brian Ross (Letters, May), I believed that "touch" was an effective tool in the classroom. For 26 years, I used touch to convey genuine caring. Nevermore!

After I reprimanded a girl for cheating and two other girls for not turning in assignments, I found myself in deep trouble. Apparently, they decided to get back at me by reporting to authorities that I "touched" them.

An investigation by the sheriff's department uncovered only innocuous touching, but rumors flew about town, and the excellent reputation I'd worked to build as a person and as a teacher is now gone. It can never be rebuilt, as there will always be those who wonder if I have an unhealthy attraction to kids.

To Brian Ross I say: Good luck.

To my professional organization I say: What are you going to do about the increasing number of false allegations that are ruining teachers' reputations and interfering with the educational process by undermining the public's trust in educators?

James Parker
Moundsville, West Virginia

PRAISING HOME EC

As a home economist and educator, I was delighted to see the blurb about "Celebrating the Year of the Family" (International, April). Without strong family units, our society—and our schools—will continue to be plagued by today's problems, and our students will

continue to come to school with too much on their minds to learn effectively.

To many people home economics continues to be "stitchin' and stirrin'." But our mission has always been to improve the quality of life for individuals and families. Our programs emphasize problem-solving skills for daily life. We teach about the ills in our society and how to reduce or prevent them.

Sadly, despite what we offer kids of all ability levels, we get little recognition or respect starting with the political higher-ups in Washington—who continually threaten to (and do) cut our funding—down to many of our own local administrators and colleagues. We are "non-academic," thus in some people's eyes, unimportant. What a shame!

Ellen Harrison
Fairview Park, Ohio

DON'T LOOK NOW...

So you want me to take action when male students start eying girls walking by ("Flirting or Hurting?" April)? In school settings where staff struggle with drug traffic, assaults, and (occasionally) educational problems, teachers should now clamp down on students who look at each other funny?

Make no mistake. In my classroom, students are expected to treat each other with basic respect and decency. But I have no desire to leap forward into the brave new PC world where we recognize the inviolate right to not be offended or made uncomfortable.

Nor do I wish to give more life to the antique and insulting notion that women, bless their poor frail little hearts, must be protected from all unpleasantness because the little dears just might crumble under the stress.

There are behaviors that are clearly unacceptable for school, but it's not necessary to resort to harassment rhetoric to identify or attack them. Terms like courtesy and respect seem to cover it.

When we start disciplining looks, we aren't trying to correct behavior; we're trying to correct the attitudes we think they represent. Supreme Court or no, I'm not at all interested in being a recruit for the Thought Police.

Peter Greene
Cochran, Pennsylvania

Many bravos for your article "Flirting or Hurting" (Sexual Harassment, April). I have one addition to Nan Stein's suggestions for school staff.

Instead of copying down graffiti before cleaning it off, custodians should photograph all graffiti, then clean it immediately. Date and file the photos. The pictures are useful in building evidence—handwriting, gang slogans, color of paint—against the perpetrators.

Another reason to have a loaded Polaroid on the premises: take a snapshot of non-students loitering on school grounds. They often clear out quickly, and you have perfect identification later if necessary.

Lisa Nunlist
Coeur d'Alene, Idaho

NO BRIBES, PLEASE

An item in a recent column recommends bribing children to read by using sugar treats (Idea Exchange, April). I'm sure it works—until you stop to think about what it's teaching the children.

If I were bribed with sugar to read a book, I would come away believing that reading is a chore to get out of the way as soon as possible so I can eat candy. Washing dishes and cleaning the garage are unpleasant chores that might deserve a sweet reward—but not reading.

I try to teach my children that reading is fun by reading to them or having them share books. There may not be quite as many books leaving my libraries, but at least no child leaves with the teacher-inspired thought that reading is unpleasant.

Camille Frederick
Linden, New Jersey

ADOPT CAUTION

As an adoptive mother and teacher of many adopted children who have identified themselves to me during my two adoption processes, I'm bothered by the casual use of adoption in reference to world leaders (Idea Exchange, April).

Adoption of children is forever, an everyday, never-changing situation. "Adopt a..." programs could be called "sponsor a..." or "connect with a..." Adoption should not be confused with or used interchangeably with something temporary.

Teachers should be sensitive to all students and to what their personal life situations could include, be it divorce, step-families, or families built through adoption.

Debra Trainor
Amherst, New Hampshire

THREE CHEERS

Bravo for "Mr. Wizard" (Meet, April). I want to thank him for still being involved with young people and giving them *A Supermarket of Science*.

He and my seventh grade science teacher were great influences on my decision to become certified in both home economics and science, which I've been teaching for 22 years.

All these years later, I'm delighted to share him with my own son and my students. He makes science fun and interesting and helps science cross boundaries with all

other aspects of life. And he does it all in a way that young people love.

Fondest regards from a huge fan.
Priscilla (Perky) Hunt
Perry, Florida

WHAT THEY'D DO

Your article on teen spending habits in the United States (Cover story, April) brought to mind an experience I had last year while teaching in Russia.

In a tenth grade English class, I asked students what they would buy if they had the opportunity to earn money at a part-time job. Several of the students stated that they would give the money to their parents to help with family expenses.

Becky Post
La Crosse, Wisconsin

NEW RESPECT

I can now more fully appreciate the janitors at my school after reading "Custodial Corner" (Sounding Board, April).

I'll be more cooperative, greet them with more smiles and compliments—and be eternally thankful not to arrive at my school to find my "desk chained and locked" or my "classroom rigged to appear as though the ceiling above" is leaking. What a way to begin a rigorous school day!

I hope this "prankster" will not decide to migrate south.

Steve Cates
Murfreesboro, Tennessee

ALL THE FACTS

I wish to comment on the article "The Right Runs Amok" (National News, April).

It would have enhanced the accuracy of the article if the "nine-line amendment" proposed by Rep. Miller (D-California) had been printed. Then your readers could decide for themselves its intent.

If Miller's goal was to "stop the practice of assigning public school teachers ..." then it seems that his amendment should have specified public schools in its mandate.

Dudley Field
Buffalo, New York

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Debate



YES

Some may feel the issue is trivial, but two South Hadley High School students recently decided to make a federal case out of it.

The boys, who are brothers, were asked to change their shirts or turn them inside out on the day they wore the message "Coed Naked Band—Do It to the Rhythm." With assistance from their father, a constitutional law professor, and with the support of the ACLU, they challenged the wording of our board's dress code.

The dress code prohibits any shirt with a message that is obscene, profane, lewd, or vulgar, or that "harasses, threatens, intimidates, or demeans an individual or group of individuals because of sex, color, race, religion, handicap, national origin, or sexual orientation."

The boys argue that the high school's code is unconstitutional. I think they are wrong.

First, let us acknowledge that we are not absolutist in our interpretation of the Bill of Rights. We do not allow third-graders to tote guns into their classrooms despite "the right to bear arms." We do not abide libel or slander under the defense of "free speech." We do not permit human sacrifice in the name of "freedom of religion."

It is helpful to note what the right to free speech does not protect: "bribery, conspiracy, verbal workplace harassment of individuals on the basis of race and sex, threats, misleading commercial speech, child pornography, criminal solicitation, libel of private persons," and so on. We even have a law specifically prohibiting a certain kind of behavior in schools—hazing.

The reason these forms of speech are not protected is that they are insupportable departures from what the right to free speech intends: defense of political speech to protect a democratic way of life.

Next, age plays a role. As children grow, their ability to behave reasonably gradually increases. We don't expect much reasonable behavior from two-year

Paris Finley, an English teacher at South Hadley High School, is vice-president of the South Hadley (Massachusetts) Education Association. A 14-year veteran teacher, Finley formerly taught in Kongiganak and Bethel in Alaska and served on the board of directors of NEA-Alaska.

olds; consequently, we keep a close eye on them. We expect more reasonable behavior from seven-year-olds, but again we do not allow them to use the electric hedge clippers.

At 14 or so, young people begin to behave reasonably enough that we ask them to assume important responsibilities like baby-sitting or taking telephone messages, but we still stop short of giving them license to drive, to smoke, or to marry. Not until 18 do we think they should vote.

We allow children greater and greater access to the rights of citizenship as they grow in their ability to reason, but the important point is that we do control them until they begin to demonstrate that they can behave wisely.

Furthermore, when students say things that hurt others, we ask them to stop. Since a shirt cannot be quiet on command, we ask the student to trade it for another. Much has been learned recently of the harm caused by sexual harassment in schools. Pictures and messages on shirts can play a part.

Some rules have two purposes: They are necessary to the mission of a school and they are learning experiences in and of themselves. We teach that there are consequences to actions as part of learning reasonable limits.

Finally, teaching about language is our job. Students need to learn that language has qualities such as formality and informality. They need to learn the social limits on "free speech." They need to understand why we say some things sometimes but not other times, and why some things are hurtful and wrong while others are not. They need to learn to use judgment.

The Bill of Rights is not a legal code, a set of statutes intended to be taken literally. It is made up of words that symbolize our desires concerning the individual freedoms we consider necessary to life in a democracy.

From time to time, we must interpret those symbols, and the arena for that interpretation is the courtroom. There we search out the reason behind the words.

Paul Huebner, an 11-year veteran with the Los Angeles Unified School District, has taught at every grade level from pre-K to sixth grade. He's a member of the United Teachers of Los Angeles and chair of the California Teachers Association Peace and Justice Caucus.



NO

In December 1965, three Iowa students—13-year-old Mary Beth Tinker, 15-year-old John Tinker, and 16-year-old Christopher Eckhardt—wore black armbands to school to protest the war in Vietnam.

Des Moines school principals had adopted a policy prohibiting the wearing of armbands in an effort to avoid such protests, and the three students were suspended.

The students sued the school district, claiming that their First Amendment rights had been abridged. In its ruling in *Tinker v. Des Moines*, the U.S. Supreme Court upheld the students' right to express themselves.

"State-operated schools may not be enclaves of totalitarianism. School officials do not possess absolute authority over students," Justice Abe Fortas wrote in the majority opinion. "It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate."

This quotation, I believe, helps to set an appropriate context for the debate on the regulation by school boards of message T-shirts.

A school is a place where students explore ideas, think critically, and hone judgments. Why, then, is a message T-shirt looked at as anything more or less than an opportunity to do just that?

In schools, we teach about freedom of speech and freedom of expression. These freedoms are basic to our social studies curriculum. But how much do we value these lessons when children freely expresses ideas we don't like—through speech, dress, or other media—and we merely send them to the office?

Critical thinking cannot be developed in a vacuum. Instances of free expression in the classroom provide an opportunity to breathe life into the abstraction of the First Amendment.

Obviously, there are mitigating factors. Generally, obscenity is prohibited in schools, including obscenity that may be found on a message T-shirt.

Epithets based on race, sex, religion, sexual orientation, or ethnicity can certainly make the school environment hostile for some students—and since most students are required to come to school by law, they surely have a right to be respected when they get there.

In addition, age is a consideration in the question of free expression. Very young students may not be prepared to deal with certain issues.

Still, for a school district to make a hard-and-fast determination for all students at all times is not good education. Helping students look critically at their actions is why we have teachers in school.

I remember one particular incident in my career, in which a student drew a swastika on his clothing. I did not suspend, berate, or punish the student. I told him how deeply offensive the symbol was to me. I told him that I had many relatives die at the hands of people who wore that symbol.

The child seemed to understand, willingly removed the garment with the swastika, without any prompting from me, and never, to my knowledge, drew a swastika again.

It's our job to help children see things in a new light. By banning "offensive" shirts, we don't address underlying feelings and ideas.

We take the lazy way out. We don't deal with what really concerns us—bigotry, obscenity, illegal acts, or disregard for others.

These concerns must be dealt with head on. Children who wear items espousing bigoted, obscene, or illegal ideas should have to explain why they are doing so. Others should explain why they don't like it. Children should be made to think about the implications of their actions.

This way, schools live out their purpose, and perhaps the lessons learned by students will be more internalized and long-lasting.

Censoring the messages on children's T-shirts will not change their views. Dictating is no substitute for educating.

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